

DES moves to close Ulster grant loophole

by Ngain Crequer

Proposals to exclude Northern Ireland teacher training candidates from applying for grants in England and Wales are being urgently considered by the Department of Education and Science.

At the same time local authorities on the mainland are waiting for confirmation from the DES that they are right to interpret that current regulations allow the award of such grants.

The discovery of a loophole in the rules, allowing students to circumvent the official policy of restricting the number of places for Northern Ireland students, has embarrassed the DES and confused local authorities.

In the autumn of 1977 Lord Melchett, Northern Ireland Minister of State, with responsibility for education, announced that from 1978 awards from Great Britain would only be available for courses not available in Northern Ireland, or for which the province had a special need.

But in January of this year careers staff at the University College of Wales, Aberystwyth, discovered a loophole. The regulations state that a student admitted to a designated course is eligible for a mandatory award if he or she has lived in the United Kingdom for the three years preceding the academic year in which the course begins.

Therefore an Ulster-domiciled student who has lived in the United Kingdom for three years gaining a first degree must get a grant from a mainland local authority, even if the Northern Ireland Department of Education is not prepared to provide one.

The loophole is being treated as a drafting error but nevertheless its discovery has caused uncertainty in the minds of local authorities and students alike. The DES is anxious to amend the regulations and the target date is January 1979. A spokeswoman at the DES said this week that an announcement to amend the regulations will be made in the near future.

The discovery of the loophole has caused a rush of inquiries by students at Queen's University, Belfast. Competition for graduate teacher training places is very tough. There were 715 applications for 90 places at the university for October 1978 graduate teacher training entry. There were only 140 places available in the whole of the province.

Mr Norman Lloyd, senior careers adviser at the University College of Wales, Aberystwyth, who discovered the loophole, says that if it is closed there will be gross discrimination against some intending teachers from Northern Ireland.

The Department of Northern Ireland is taking a very narrow view. It means that Ulster-domiciled students, who take their degree in England and Wales, and who wish to teach over here will not be able to do so because of the limitation of awards in the province.

There is now strong debate in the committee over the value of the recently-introduced enriched four-year engineering degree, and over the merits of establishing an accreditation system, similar to the United States method of scrutinising courses to test their academic standards.

But committee members rejected

the proposals, which would cost between £76m and £120m a year, were put to Mrs Williams, Secretary of State for Education, by representatives of the Council of Local Education Authorities and the Welsh Joint Education Committee this week.

The meeting follows the Government's decision to introduce a national scheme of mandatory mean-tested awards for relevant courses in full-time further education by September 1979. This is designed to increase the number of young people from poorer families who can stay on in education.

The £750 award, together with the new £4 family allowance to be introduced next April, would bring the grant up to the present supplementary benefit level. If adopted, the scheme would greatly increase the use of participation rate in full-time further education and would

MP wants London payment inquiry

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One of the changes is that for the first time the university will have a full-time salaried vice-chancellor, appointed for a four-year term, instead of, as now, a part-time vice-chancellor appointed for one year.

Inquiries reveal that the conflict stemmed from the question of where his, the principal's, authority ended and the vice-chancellor's began under the new statutes.

It is believed that Dr Willson did not want to be just a private parliamentary secretary to a federalist vice-chancellor. He wanted a role in decision-making concerning the whole of the university, but rather a strict responsibility for the administration at the centre.

He feared that a more general role would only lead to him being in conflict with the full-time vice-chancellor and the university senate.

Dr Willson wanted to be a local manager with a defined administrative role rather than just another top bureaucrat in a sprawling federal university.

Formerly he may have resigned because he wanted to limit the functions of his job rather than see

more power over a wider field, with ambiguous status. It is understood there was a suggestion that the title "principal" be dropped because of the image it conjured up.

It is an open secret at the university that the conflict has been smouldering for about a year. There had been some tension about the new proposals between members of the senate and the principal.

In July, 1977, the committee which appointed the principal was reconvened to try to resolve the differences of view on the principal's standing committee of the academic and collegiate councils in February and March of this year.

But it could still not be resolved and the resignation was accepted at the court meeting of June 7, "on terms agreeable to the court", and sent to the senate for its next meeting.

Since then figures of between £30,000 and £40,000 have been quoted, unofficially, as the "agreeable terms".

Both the vice-chancellor, Sir Frank Hartley and Dr Willson have refused to comment.

The Association of University

Teachers has linked the incident with the redundancy of a senior lecturer, Mr Michael Kendall, who was dismissed after the unit on which he had been based was disbanded. The unit has agreed to reconsider the case.

Mr John Akker, AUT general secretary said: "We are waiting to hear from the university about the case of Mr Kendall. We are not prepared to consider the case until we have heard from the university."

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One meeting has already taken place between the college principals and the Committee of Directors of Polytechnics and another is planned for September. Although there is no question of a merger between the CDP and the Standing Conference of Principals, and Directors, there are hopes of a liaison committee.

Mr Neil Merritt, principal of Ealing College and secretary of the Standing Conference, said both bodies recognised that there were significant differences in the nature of their institutions, which would inevitably present problems for a fully united approach.

However, he said: "There seems to be a general recognition that a number of problems can be examined jointly. Little significant progress seems to have been made at the initial meeting and the CDP is anxious to exaggerate its importance."

Mr David Bechtel, its chairman, said the CDP had always welcomed informal discussion with a wide range of organisations and the exchange of views was part of this established pattern.

Regardless of the success of the meeting, the college principals make it clear in their Oakes Report submission to Mrs Williams, Secretary of State for Education, that they determined not to be left out of any new arrangements for the maintained sector.

The Standing Conference welcomed the report's proposals in general terms and strongly supports the principle of a balance of institutions membership, reflecting students numbers, on the national body. To allow the voice of all types of institutions to be heard, the principals suggest that nominations should be sought from the Standing Conference as well as the CDP.

The principals advocate leaving the definition of roles for the proposed national body until after the national body has been consulted. They are concerned that nominations should be just a re-jigging of the existing pattern and suggest that the Department of Education and Science should issue guidelines for the nature and extent of consultation.

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He is to replace Dr Glenn Willson whose surprise resignation last month, amid reports of a £100,000 "pay-off", has caused public controversy.

Mr Geoffrey Edge, Labour MP for Aldridge Brownhills, has written to Mr Stewart to say that, as chairman of the House of Commons Public Accounts Committee, and the Comptroller and Auditor General, to complain about "misuse of public funds" in the matter.

The proposed appointment of Mr Stewart will only add fuel to the controversy. The recommendation was agreed at a meeting on June 29 of a special committee convened by the university senate following Dr Willson's announcement, and members were sworn to strict secrecy about the choice. It will go forward to senate on July 19.

For Mr Stewart it is a case of second time lucky. He applied for the job of principal in 1975 but Dr Willson was preferred to him. He has been clerk of the court since 1950.

Middlesex Polytechnic has adopted a "wait and see" policy as it does not have any quota laid down by its local authority.

Mr Brogan said the resolution would be put to the polytechnic's joint educational committee next Friday. "They will have the final say," he said. He declined to say

whether the resolution had been passed unanimously by the governing body. It was preceded by a statement in which the governing body expressed its regret at the government's need for quotas and noted the possible adverse effect this policy could have on cultural relations and trade.

Applications for 1978-79 have increased by about 15 per cent from both overseas and indigenous students.

The Polytechnic of Central London, which was threatened with having its block grant cut by £50,000 by the Inner London Education Authority, is taking immediate steps to cut its overseas students' intake back to the 1976-77 figures, which were less than the 1977-78 intake.

This is being achieved by establishing the number of places available to overseas students, given the numbers for 1976-77, but only 70 per cent of these places are definitely being offered. The other 30 per cent are being held on a waiting list so as to allow for a margin of error. Last year the polytechnic did not deliberately exceed its quota of overseas students. More students took up places on offer than had been expected.

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DES determined to push ahead with Oakes Bill in autumn

by Peter Scott

The Government is likely to introduce a higher education Bill into the next session of Parliament if Labour wins the expected general election.

The Bill would allow the major recommendations made in the Oakes committee report to be implemented. It might also give the Secretary of State new power to increase the number of courses for which students would be eligible for mandatory grants.

Ministers at the Department of Education and Science have still not taken a final decision on introducing such a Bill. The alternative is to present a much more comprehensive education Bill covering matters concerned with schools as well. A final decision will probably be made in late July or August.

However, they are likely to choose a short, sharp Bill confined to higher education for three reasons. First, it is urgent need to put the industrial education scheme, introduced this year, on a proper statutory footing. Second, they fear that a large and cumbersome Bill might be objected to by the Gov-

ernment's Parliamentary managers. However, the most important reason is that there are still deep divisions of opinion within the Government and the Labour Party on some of the subjects that would have to be included in a larger Bill, such as parental choice and the Taylor report on school governors.

But Mr Oakes, the Minister of State at the DES, is believed to feel that his own report is much less controversial. He has recently met both the Parliamentary Labour Party's education committee and the education subcommittee of the party's NEC. On both occasions he was given a much easier ride by potential critics within the party than he expected.

However, the recommendation that the proposed national body could take over polytechnics and colleges at the same time, while maintaining local authorities will not be included in any Bill. It is a tactical mistake.

But the bulk of the Oakes recommendations are likely to be implemented with little change in spite of rumblings of dissent from the local authorities, in particular the

Association of Metropolitan Authorities. Ministers are believed to favour pushing ahead as quickly as possible with the legislation.

There are also fairly firm plans to establish a shadow national body this autumn much earlier than expected. A shadow chairman, who would be full-time, would be appointed at the same time. The proper national body, with a very similar membership to that of the shadow body, could start work as early as autumn next year.

The DES is also expected to publish a White Paper sometime next year on the future of higher education, rather later than Mr Oakes hinted in a recent speech. A Green Paper is very unlikely because both ministers and officials feel that the discussion document *Higher Education into the 1990s* has provided an adequate opportunity for consultation.

Although the DES has not yet received all the comments on its discussion document, there is already disappointment that so few organisations have considered possible solutions to the short-term "bulge" in student numbers in the early 1980s.

Technical book publishers warned to curb prices

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Salford call to attract women into engineering

by Niall Crequer

A call for a national effort to attract women undergraduates to engineering and applied sciences courses has been made by Mr John Horlock, vice-chancellor of Salford University.

In a reply to the Department of Education and Science (discussion paper *Higher Education into the 1990s*), Mr Horlock says that the supply of women in these subjects is "woefully inadequate".

"The problem begins in the schools and to a certain extent in the home as well, where these disciplines continue to be regarded in the main as inappropriate to women. The universities are willing and eager to recruit women undergraduates in these subjects."

The university thinks that the probable introduction of the N and E levels in the schools will have a far-reaching effect on higher education and will require much more detailed discussion.

The impact will vary from subject to subject. It may lead to the restructuring of degree courses in the physical sciences, language and

engineering, along the lines of the Scottish system, whereas it might mean small extensions to other degree courses, not amounting to a full year.

Salford estimates that its full-time student population will be about 5,000 by 1982, "but we are conscious of the moral responsibility on us to help out if the increased numbers come through".

One contribution would be to recruit visiting staff from industry, as a way of buying in expertise on a short-term basis.

The university thinks that the DES is over-optimistic in its assumptions about the age projection rate. It doubts if the central projection of 18 per cent can be reached and so its preference is for a national number based on 1981-82 student numbers.

There are also doubts that there will be a significant pool of people capable of taking a degree course as mature students from the late 1980s onwards. But Salford stresses its belief in recurrent education and the Government must be able and prepared to apply the resources.

'System is biased in favour of men'

Britain's higher education system is wholly biased against women. The structure and concept of university courses is male.

That was the charge made by Mr Eric Robinson, principal of Bradford College and a member of the Equal Opportunities Commission, at a conference of women tutors at Manchester at the weekend.

He said: "This means there is structural and fundamental sex discrimination. To change it is not simply a matter of sticking new bits on existing courses. New courses must be conceived as part of a strategy for fundamental change in the whole of post-school education."

Warning that the aim would meet with opposition, he said: "We are seeking to change some of the most cherished ideals of the universities and fundamental national attitudes."

He admitted, though, that the battle for change was proving much sifter than expected. Parliament may have enacted legislation easily enough but there was widespread public cynicism and hostility to the idea of sex equality. There was a massive job to be done.

It was time to offer women educational opportunity without expecting them to conform to the life

style of 18-year-old males. "British higher education institutions are notably inflexible in their attitude to broken study and credit transfers. It is not the exception but the rule that a student finds that a completed year of study at college or university is given no recognition by college or university if it is said."

"This militates against women much more than men because many women interrupt their studies for a short period of child bearing and do not follow the traditional pattern of a continuous, uninterrupted period of study. We need new institutions and teaching arrangements."

Mr Robinson complained that the UCCA system was applied to women's interests. "The clearing house system of applications depends on the assumption that students are mobile. Those who are not are at a disadvantage. And who are they? Women. The family burden traditionally rests on women. Their movement is more restricted than that of men by dependents. So in practice the system discriminates against women."

Moreover, many women would not accept the idea of spending five years in continuous education and

training; they wanted to do things and to return later. "We need new curricula, new methods, new institutions and changing aspirations."

Mrs Ruth Michaels, a senior lecturer at Hatfield Polytechnic, said: "The student grant system was discriminatory. Women were not eligible for reduction by local authorities. She called for the abolition of the distinction between the replacement of one programme for all students. She wished for improved educational guidance for all and proposed centres throughout the country setting up of permanent education and training departments."

Miss Valerie Hale, of the Education and Training Department, said: "The case for more positive discrimination in favour of women is strong. Legislation is needed to ensure that women are not disadvantaged by the system but that they are not a blind alley. It is a concentrate pressure for change on the administrators."



Fathers and Sons: Mr Ron Dutton, aged 48, received the degree of PhD in education from the University of Bath last weekend as his son, Michael, aged 21, received a BSc in economics.

Pay battle for 'poverty-level' non-teaching employees

The National Union of Public Employees is to press for a £60 a week minimum wage for more than 65,000 non-teaching staff in Britain's universities, many of whose wages, the union claims, fall beneath the government's acknowledged poverty level.

NUPE's university activities are part of a major campaign, announced this week, to fight against low pay; building support amongst its 700,000 members for the two demands of the 1978 pay claims—the £60 minimum weekly wage and the 35-hour week.

Mr Rodney Bickerstaffe, national officer of NUPE and secretary of the trade union side of the Central Council for Non-Teaching Staff in Universities, said: "Although we have no figures we believe that many employees in universities have low income supplement. So we have universities which are paying less than the government's acknowledged poverty level."

NUPE claims that, while there are no average earnings figures available for university employees, wages

Fewer apply to study for OU degrees

by Maggie Richards

Fewer people have applied to study for an undergraduate degree with the Open University next year, though the number of first-time applicants has remained high.

Figures released by the university this week show that only 42,764 applications have been received for places this year, compared with 45,293 last year.

The university is attributing the decline to three factors: for the past two years it has been able to admit a higher number of students, thus reducing the pool of re-applicants; wider adult education opportunities have encouraged re-applicants to seek alternative courses; higher Open University fees and a squeeze on discretionary grants have dissuaded some prospective students.

Of this year's applicants, more than 77 per cent were making an initial application, and to Mr Michael Bradford, chairman of the Open University's admissions committee, this is an encouraging sign.

Two prong appeal on early retirement in universities

The Committee of Vice-Chancellors and Principals is to meet the Department of Education and Science later this month to press its proposals for an early retirement scheme for university academic and related staff.

The scheme is jointly presented by the CVCP and the Association of University Teachers, and is based on the plan offered to civil servants. It is proposed that a lecturer would be able to retire at the age of 50, so long as the university was in agreement.

It would be entirely voluntary: both sides would have to agree. Universities might agree to some early retirements if they had a problem of "bunching at the top" and wanted to encourage some younger members of staff.

Lecturers would be able to take pensions without actuarial reduction and with an enhancement of the payment, because of the loss of earnings. The enhancement figure would relate to age and the number of years' service.

The DES is known to favour an early retirement scheme more in line with that offered to teachers.

For them early retirement is possible on only two grounds, redundancy or when it is in the interests of an authority's efficient exercise of its duties.

The matter would be subject to local negotiation. A teacher would have the right to his or her accrued years of service when pension rights are calculated. The DES has pension rights but not to exceed a total of 40 years' reckonable service.

The DES has made it clear that whatever scheme is agreed for life universities, no more money will be available.

Number of local authority awards on the increase

by Patricia Santinelli

A major increase in the number and value of awards made by local education authorities in 1977-78, is indicated in a recent Department of Education and Science statistics review on finance and awards.

During this period, L.E.s. were responsible for giving 151,928 new full-value awards of over £160,574, the remainder made by the DES and the research councils.

In 1977-78 the total number of awards rose to 394,468—i.e. an increase of 1,662 over the previous highest of around 393,000 in 1972-73. That figure includes 5,242 teacher training awards to students in departments of education for the first time.

In the same year L.E.s. expenditure on awards including discretionary and mandatory but not teacher training awards rose by 35 per cent to £185.6m. This amounted to an average expenditure of £684 per student or 31 per cent increase over the previous year.

Excluding minimum awards, the average expenditure per student for maintenance, representing 79 and 23 per cent increases respectively. These figures are net of deductions assessed in respect of parental, student or sponsor contributions which increased to £23.8m, nearly 39 per cent more than in the previous year.

However, figures on the net recurrent institutional expenditure per full-time student from public funds in 1977 constant survey prices indicate that further education establishments spent marginally less each year from 1974-77 on both non-advanced and advanced further education students. Their contribution decreased from £92 to £89 and from £1,430 to £1,370 respectively, whilst for polytechnics levels went from £1,460 to £1,240 and £2,190 to £1,930.

Similarly, research council expenditure on awards increased by £4.8m in 1977-78 to a total of £24.3m but the total number of awards at 13,161 represented a 1 per cent drop. *Statistics of Education*, Vol 5, Finance and Awards, £2.70 HMSO.

Fears that adult education was to be removed from other education services, and made the responsibility of leisure departments in some parts of the country have been allayed by Mrs Williams, Secretary of State for Education.

In a letter to the Advisory Council on Adult and Continuing Education, Mrs Williams said she had been assured by the local authority associations that they would not move, which would make adult education the responsibility of the leisure department.

APT breakthrough in Lanchester acceptance

by John O'Leary

A breakthrough in recognition of the Association of Polytechnic Teachers is almost certain following the acceptance of a claim for local bargaining rights in Lanchester Polytechnic.

Covenanter education committee accepted in principle a recommendation to grant local recognition to the APT and endorsement by the full council is expected to be a formality. Although the Labour group maintains its opposition, a spokesman said next week's council meeting was unlikely to overturn the decision.

Nevertheless, the National Association for Teachers in Further and Higher Education announced that it would continue to resist the proposal. "We are still not sure in practice what recognition can mean, since the APT is not part of the full bargaining machinery."

The education committee agreed in principle that it would be desirable for the APT to be recognised for consultation and negotiation on appropriate matters relating to the full council does not intervene, the details of implementation are to be worked out in consultation

with the other interested parties. An APT spokesman said the association hoped this decision would have the immediate effect of persuading the Lanchester education authority to undertake a similar review, since its membership was greater at Portsmouth Polytechnic than at Lanchester.

Further encouragement for the APT's quest for recognition in a number of centres came with this week's High Court ruling which overturned a decision by the Advisory Conciliation and Arbitration Service. In a claim regarded by the APT as a parallel case, ACAS had refused to recommend that the United Kingdom Association of Professional Engineers be recognized by a Bedfordshire engineering company, APE-Allen.

In a judgement which is expected to have implications on a number of inter-union disputes, Mr Justice May said ACAS had an obligation to encourage the extension of collective bargaining, as well as simply to promote good industrial relations.

There was an increasing desire among employees to join trade unions whose aspirations, negotiation procedures and political outlook were markedly different to those of the more traditional trade unions affiliated to the TUC.

Research body calls for study of key issues for 1990s

Twenty-one issues for an independent commission to investigate as part of a study into the pattern of higher education in the 1990s, have been outlined by the Society for Research into Higher Education.

In its response to the Department of Education and Science consultative document "Higher Education into the 1990s", the society comments: "Needless to say we have not found the document, as it stands, to be a success."

It is necessary to arrive at well-based answers to the questions set out in its last paragraph. Our conviction is that much more of this evidence could be forthcoming if time, effort, skill and finance were systematically focused on it.

The response adds: "We need a more intimate knowledge than anybody at present possesses about many factors which effect, or could effect, the overall picture."

"The most important outcome of our study of the issues raised by this document is a strong conviction that a new and wide-ranging enquiry into the future of higher education in Britain is desirable."

In our view neither the necessary numerical projections nor any clear-cut self-contained policy options can adequately be discussed without a probing consideration of larger ques-

tions about the role and purposes of higher education in a future society.

"We hope, therefore, that a major commission may be constituted at no distant date, financed perhaps by one or more foundations, to carry further the examination of issues to which the discussion document has been such a stimulus and has itself made such a significant contribution."

Among the 21 issues for the commission to study, the society suggests, are: the relationship between higher education and the economy; the distribution of students in higher education by social class; the nature of the teaching, learning, and examining processes in higher education in different subject areas; and the possible need for new types of institutions in higher education, and the clarification of functions of present institutions.

Much work has already been done on many of the topics suggested, the society says, but it is unlikely to see material assembled and evaluated in a rigorous and authoritative form and to encourage further research where necessary.

Tackling the short-term problem of pressure on places in higher education during the early 1980s, the society urges any expansion necessary to cope with demand.

Spastic claims discrimination

A physically handicapped graduate has protested to the Minister for the Disabled that he has been refused admission to a Cambridge University college because of his disability.

Trinity College insists that the rejection has been made entirely on academic grounds.

Mr Wamih Thweeny is severely spastic and is almost permanently confined to a wheelchair.

He was accepted by the University of Cambridge Board of Graduate Studies as a research student in the social and political sciences department. This is separate from admission to a particular college.

Following the usual procedure he applied for admission to four colleges, putting Trinity as his first preference.

He preferred Trinity because it is near the centre of Cambridge and the university library. Its modern Wolfson building has a lift, the rooms are large and the corridors wide.

But he was turned down by Trinity, and then subsequently by his other choices. He claims that the refusal was because Trinity "does not wish to have the responsibility of accommodating a handicapped student."

Mr Thweeny has written to Mr Alf Morris, MP, Minister for the Disabled, and asked him to take up his case.

Malaysians head the list of overseas students in the UK

The highest group of overseas students in the United Kingdom last year was Malaysian, with more than 3,000 attending the universities and nearly 8,000 at higher and further education establishments. In the universities students from America and then Iran formed the next two largest groups.

The information was given as a written answer to a House of Commons question by Mr Peter Baker (Con, Blackpool, South), who wanted to know the countries of origin of the 82,595 overseas students in higher and further education in the United Kingdom in 1976-77.

Details are as follows:

| Country | Number | Country | Number |
|---------------|--------|----------------|--------|
| Malaysia | 3,100 | Iran | 2,100 |
| USA | 2,000 | Canada | 1,800 |
| France | 1,500 | Germany | 1,400 |
| Italy | 1,300 | Spain | 1,200 |
| Japan | 1,100 | Sweden | 1,000 |
| Switzerland | 900 | Netherlands | 800 |
| Australia | 700 | Belgium | 600 |
| Portugal | 500 | Denmark | 400 |
| South Africa | 400 | Norway | 300 |
| India | 300 | Finland | 200 |
| China | 200 | Poland | 100 |
| South Korea | 100 | Czech Republic | 100 |
| Yugoslavia | 100 | Slovakia | 100 |
| Ukraine | 100 | Belarus | 100 |
| Latvia | 100 | Lithuania | 100 |
| Estonia | 100 | Letland | 100 |
| Romania | 100 | Bulgaria | 100 |
| Greece | 100 | Turkey | 100 |
| Israel | 100 | Jordan | 100 |
| Syria | 100 | Lebanon | 100 |
| Palestine | 100 | Yemen | 100 |
| Saudi Arabia | 100 | Uganda | 100 |
| Kenya | 100 | Tanzania | 100 |
| Zambia | 100 | Malawi | 100 |
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Real need for change to 'continuing' system

by Maggie Richards

An urgent need for a transition from the present higher education system to a pattern of recurrent education is highlighted by the Advisory Council for Adult and Continuing Education in its reply to the Department of Education and Science's consultative document "Higher Education into the 1990s".

According to the council the fundamental issue is replacing the present model—based on initial entry and full-time tuition—by continuing education available to all who are able to benefit by virtue of ability, experience, motivation, and regardless of age.

It goes on to emphasize the importance of reviewing the further education system and the impact of a continuing education policy on it and to strongly refute the claim that a more flexible higher education system will lead to a lowering of standards.

Urging a modification to the Robbins principle, the council says it has long been the experience of adult residential colleges, university extra-mural departments, poly-

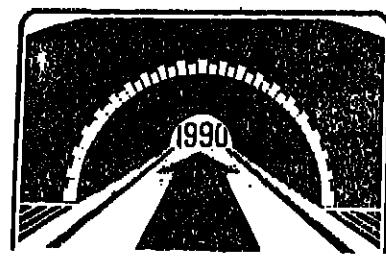
technics, the Workers' Educational Association and the Open University that there are substantial numbers of adults lacking formal qualifications who have the capacity to benefit from higher education.

The Robbins principle should be altered to accommodate those qualified by ability, motivation and experience, taking into account records of achievement in employment and public service, and in part-time adult education.

It advocates a phased transition from the present system, and points out that higher education institutions will need to reorientate their courses to meet the requirements of mature students.

Examining essential requirements of a new system, the council says a prerequisite will be the establishment of an effective system of information and publicity to make known the facilities available at all levels. It recommends a careful study of guidance services provided both in Britain and abroad.

Other necessary features include a new system of student awards and support costs linked to paid and unpaid educational leave; collaboration



on developments in distance learning techniques and educational technology; and consideration of geographical accessibility.

The council also points out the need for retraining programmes to equip academics to teach mature students. University extra-mural and adult education departments will have a vital role to play in this area, it predicts.

On the question of deferred entry to higher education, it cautions that this should be part of a coherent continuing education policy, and not used merely as a means of easing pressure until 1984. Similarly, it suggests short or part-time courses should be an integral part of a continuing education structure, and not designed as a cheap alternative for younger students.

The council also recommends the establishment of a national system of credit transfer and welcomes the efforts being made in this direction.

Short courses offered as solution

Enormous scope for encouraging students to embark on shorter full-time or part-time courses is envisaged by Goldsmiths' College in its response to the discussion document.

Accepting that such courses should not be prejudicial to the length and availability of conventional first degrees, the college anticipates there will be tremendous potential for the development of short full-time and part-time courses if the correct programmes are offered and there is support from government, industry, local authorities and employers.

In welcoming the DES document, Goldsmiths' says it is a particularly relevant institution from which to study the pattern of higher education for the 1990s.

"It already embraces and embodies a range of work: research and advanced courses and first degrees for full-time and part-time students; adult and continuing education, professional, vocational, and non-vocational. From our own experience, therefore, the college has no reservations or hesitation in saying Model E is the appropriate paradigm."

The Robbins principle should continue to guide the provision of higher education, but with alterations to allow the admittance of other categories, it recommends.

The response also urges a prompt start on planning for provision in the 1990s. "Social justice requires the implementation of certain measures before the end of the 1980s—while the bulge is still comfortably (or constrainedly) occupying higher education accommodation."

On the question of a division between the roles of the universities and colleges, the college is adamant that this must not happen. "The unity of education is an aim, not a shibboleth," the response says.

Closer part and full-time links proposed

Closer links between full and part-time courses, easier transfer between institutions and opportunities for shorter periods of self-paced study, are called for by the Standing Conference of Principals and Directors of Colleges and Institutes in Higher Education.

In its response to the Department of Education and Science's discussion paper the standing conference says that the need in a skill-based economy for highly trained and flexible manpower demands improved opportunities for recurrent training with generous financial support.

The standing conference points out that higher education also includes the vast area of post-graduate education normally designated as further or non-advanced. This area will also be hit by the tidal wave of births, although there will be a longer time lag.

The conference challenges the DES view that there is little evidence of unsatisfied demand in vocational part-time education. Instead, "if the new accepted need for some to change career during a working lifetime and for capacity to develop new skills for emerging industries are to be realized, the need for increasing provision in part-time higher education is likely to increase sharply."

The conference emphasizes that one of the major influences on higher education is government policy and where it makes major available.

Government could do more to encourage men and women managers in equal proportion, to give more support to 16 to 19-year-olds who want to stay on at school. It must also realize that the problem of access is vital for part-time students, as they have neither the money nor time to spend travelling to and from classes.

"Participation on a broader scale, and the student body as a whole, is encouraged," the report says.

North American News

Clive Cookson reports from Washington on a legal landmark over the right to discriminate

Affirmative programmes may go on

An overwhelming majority of affirmative action programmes in higher education seem likely to survive the impact of the Supreme Court's decision in the historic Bakke case.

The nine justices of the United States' highest court were split: four ruled that the "special admissions programme" at the University of California's Davis Medical School, which reserved 16 out of 100 places for "disadvantaged" minority applicants, was constitutional and legal because "the purpose of the programme was to remedy past discrimination against minorities in the medical profession is sufficiently important to justify a remedial use of race."



Allan Bakke: admission ordered

Another four, including Chief Justice Warren Burger, held that the medical school clearly contravened title VI of the 1964 Civil Rights Act, which forbids racial discrimination by institutions receiving federal funding, by twice rejecting Allan Bakke, a white engineer with considerably higher grades and test scores than the students accepted under the special admissions programme.

Therefore, this group said, there was no need to consider the deeper questions of whether race can be a factor in admissions policy, or whether the Davis procedure contravened the "equal protection clause" of the United States Constitution (whose wording is much less precise than the 1964 Act).

The crucial ninth justice, Lewis Powell, decided that the medical school acted unconstitutionally by creating a closed category from which Allan Bakke was excluded because of his race.

So, by a five to four majority, the court ordered the University of California to admit Mr Bakke to Davis next term.

But Justice Powell also held that universities could take race into account in admissions decisions, if they avoided the rigid quota system used by Davis. A majority of five ruled that the University of California, and, by extension, other educational institutions, may continue race-based affirmative action programmes.

The narrowness of the judgments and the complexity of the written opinions issued by six of the nine justices ensured both satisfaction and disappointment for the thousands of organizations and institutions with an intense interest in the case.

Bakke had been heralded as the most momentous civil rights case since the Supreme Court's 1954 Brown school desegregation ruling. But the confusion caused by the justices' split will ensure a long more litigation before the legal and constitutional limits of affirmative action are defined. The party has only just begun for American civil rights lawyers.

As Yale law professor and former Solicitor General Robert Bork commented: "This isn't a landmark decision. It doesn't tell us how much race counts. We're told that we can count race somewhat, but not too much. That's going to be difficult to apply."

Harvard's admissions process was singled out for special praise by Justice Lewis Powell, "leading opinion", as a means of achieving a racially diverse student body without assigning a fixed number of places to minority applicants.

He quoted extensively from Harvard's brief to the court, decrying its procedures, when he announced the Bakke decision. "When the (Harvard) committee on admissions reviews the large number of applicants who are 'admissible' and deemed capable of doing good work in their courses, the balance in his favour may tip in favour of an applicant whose geographical origin or a life spent on a farm may tip the balance in the other applicant's cases."

A "farm" boy from Idaho can bring something to Harvard College that a Bostonian cannot offer. Similarly, a black student can usually bring something a white person cannot offer," the brief said.

In Mr Powell's opinion, "This kind of programme treats each applicant as an individual in the admissions process. The applicant

Last week's Supreme Court ruling on the Allan Bakke case has been heralded as the most momentous event in the United States civil rights movement for two decades.

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But, in general, both the higher education community and the American civil rights and black leadership were relieved by the Bakke decision. Many had feared a much more sweeping ruling against affirmative action programmes designed to give preference to racial minorities—and women—to make up for past prejudices.

They were worried because Davis, with no history of past discrimination and an apparent quota of 16 medical school places for minorities, seemed a very unpromising test case for affirmative action in the Supreme Court, and they would have preferred to see a more flexible system on trial.

Attorney General Griffin Bell thought the tenor of the Supreme Court's opinions was in line with the Carter administration's support for affirmative action without quotas. He said: "It's the first time the Supreme Court ever upheld affirmative action and it did so as strongly as possible."

Health Education and Welfare Secretary Joseph Califano took a similar line. However, some legal observers feel the ruling casts doubt on the power of his department to persuade schools, colleges and universities to adopt "voluntary" affirmative action programmes with numerical targets, where there was no past history of discrimination against minorities or women.

But where past discrimination has been proved, HEW should be able to continue to impose numerical goals for employment of staff and faculty and admission of students. The higher education desegregation plans which the federal Government agreed this year with six Southern states (where segregation was once legal) fall into this category.

Leaders of the National Higher Education Associations and lobby groups maintained that most university affirmative action programmes

were acceptable in the light of the Bakke ruling. There has been a lot of semantic argument in the civil rights field over the difference between a "quota" for minority representation—which is generally thought to be bad—and a numerical "goal", which many supporters of affirmative action feel is necessary to measure a programme's success.

However, Justice Powell's key Bakke opinion says: "This semantic distinction is beside the point". He made clear that any programme that effectively reserves a specific number of places for members of certain races is unacceptable, whether it is called a target, goal or quota.

What is acceptable is a flexible procedure that takes applicants' racial and ethnic backgrounds into account, alongside their academic achievements, personalities and other factors.

"It is evident that the Davis special admission programme involved the use of an explicit racial classification never before countenanced by this court. It tells applicants that if they are not white, Asian or Chicano they are totally excluded from a specific percentage of the seats in an entering class," wrote Mr Powell.

Robert Mischel, professor of immunology at UC Berkeley who has initiated several community outreach programmes, was less hopeful.

"The decision will tend to enable those who are not exponents of affirmative action to have a little more power. It will be easier now to discriminate against women and minorities."

Stanford law professor, Gerald Gunther, said: "The Bakke case is a symbol of the fate of admissions programmes nationally. The court has ruled against quotas or fixed numbers of minorities in the universities. Further litigation is pending concerning the fate of affirmative action on employment and housing."

San Jose State University president, John Bunzel, said: "The use of race as one of many different factors for admissions officers to consider is a difficult and delicate balance to strike."

"A had programme is one that sets aside a fixed number of places for the exclusive use of any group solely on the basis of race. A good programme is one that is race-sensitive, but will not invoke race in a rigidly discriminatory manner."

California Governor, Jerry Brown, noted: "The court spoke in many voices, but it is obvious that mechanical formulas or quotas based on race are illegal—but that public institutions must take into account many factors and can make affirmative efforts to open opportunities for all the people of this state."

State superintendent of public instruction, Wilson Riles, said: "It is my intention as a Regent of UC to work with President Saxon and the legislature on ways to increase the number of under-represented minorities in the University of California."

Asked if the University of California would copy the Harvard system, President Saxon replied: "We don't need to emulate Harvard. We have nine campuses and only one needs to be modified."

Charlotte Beyers

Both sides claim a victory

Both Allan Bakke and University of California president David Saxon claimed victory after the Supreme Court's historic decision.

"We are pleased with this decision," was all Bakke, an aerospace engineer, told reporters outside his home in Los Pinos, California. He intends to enrol at Davis in the autumn.

Many do not interpret the Bakke decision as heavily damaging to minority admissions and other affirmative action programmes. "I consider the decision a victory not only for the University of California, but for minorities, for social justice, and for higher education", Professor Saxon told a news conference.

The decision means that race may be taken into account as a factor in the admissions process, it cannot be the sole or specific factor," he added.

While the Davis admissions programme will have to be modified, no other programme in this university or any other has been found unlawful," he emphasized.

Within the UC system there are five medical schools. Each has its own admission programme providing a variety of opportunities for all candidates.

Professor Saxon said: "We will not make any significant changes in our programme. The number of minorities in our medical and law schools are already substantial."

He added: "I am committed to affirmative action. We expect to have at least as many minorities applying to medical as we have had previously. The problem is that fewer minorities finish high school than do whites, leaving a far smaller pool of applicants."

"We are not in the lower high schools now at the time to explain to minority students the courses they must take to go to this college or any other. We are going to increase the number of minorities. They don't all have to go to the University of California, but it is important there be a place for them somewhere."

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Charlotte Beyers

Grants urged for part-time university study

by Ngaio Crequer

Part-time university courses similar to those provided for full-time school-leavers should be "designated" to ensure that students get grants, according to a report by Birbeck College on the financing of mature students.

The college has proposed a framework of a system of support appropriate for working students who attend universities to follow degree courses either in the evening or on day release. It is a second response to the DES discussion paper.

The college says that the disqualification provisions of local education authority award regulations are a disincentive to those seeking re-

current education, and provisions based on previous part-time or self-financed education are particularly discouraging.

Students admitted to part-time university courses with the same entrance qualifications and content as full-time courses should have all or part of their fees paid.

The college proposes that students who have never had any L.E.A. financial support for higher education should be entitled to a grant to cover fees, books, travelling expenses and vacation study/field course costs.

Those who successfully complete the first half of the course by part-time study should be entitled to complete the rest full-time, supported by a major county award.

Students who have not had any local authority financial support within the previous three years should be entitled to a grant to cover fees and vacation study/field courses.

Those who successfully complete the first half of the course part-time should be entitled to up to three terms of full-time study supported by a major award.

Birbeck also says that L.E.A.s should publicize and use their discretionary powers to give post-graduate grants for part-timers, and that completion of a substantial part of a research project by self-financed part-time study "should raise a strong claim for support towards the cost of the remainder of the course".

Those who successfully complete the first half of the course by part-time study should be entitled to complete the rest full-time, supported by a major county award.

TUC expert calls for more training on the shop-floor

The separation of education from the lives of ordinary people was one of society's greatest failings. This was the message of Roy Jackson, education secretary of the Trades Union Congress, to the first national conference of the Association for Adult and Continuing Education at St John's College, Oxford, last weekend.

Adult education would have to change its image and concern itself with the day-to-day practical problems that people faced in their jobs and in society, he said. This would mean developing education outside the traditional institutions and using methods such as work-based groups.

Outlining recommendations in a recently published TUC report, *Priorities in Continuing Education*, Mr Jackson called for a comprehensive system of occupational training to be available to all adults. The Manpower Services Commission's TOPS courses were a major breakthrough but were only the beginning. It was a scandal that a significant number

of young people still had no systematic job induction, he said.

The present system by which block grants allowed local authorities to put adult education to sleep, he said, had been too long to change. Both women and ethnic minorities had suffered from training disadvantages and far more must be done for these people in the post-school sector. Mr Jackson also stressed the importance of paid educational leave for workers.

In reviewing the achievements of the association in its first six months, joint president Beryl Rastke said it had gone forward in strength. With the merger of the Association for Adult Education, the National Federation of Continuation Teachers' Associations and the Association of Principals of Short Term Residential Colleges to form the new body, members had given themselves a wonderful opportunity to adopt a new perspective.

Mature student 'denied grant'

A mature research student at the London School of Economics has claimed that he lost almost £2,000 in grants from the Social Science Research Council because of a technicality.

Mr Kenneth Matthews, of Winchester Hill, London, spent 13 years in the Foreign and Commonwealth Office, reaching the grade of senior executive officer (grade six) before leaving in 1974 at the age of 36 to complete a degree at the London School of Economics.

He graduated in 1976 and gained an SSRC quota studentship award at the LSE to go on to do a PhD. His award consisted of a maintenance allowance for himself plus a dependents' allowance for his wife and two children.

Mr Matthews said that the regulations of the SSRC provided for two other allowances under certain conditions. He did not qualify for the first, an older students' allowance,

because it was not payable on currently with a dependents' allowance, but he felt he was eligible for the second, a postgraduate experience allowance.

He bases his claim on his experience in the Civil Service which he believes was at least equivalent to what he would have gained if he had had a degree during the 13 years. Mr Matthews said that finally reached the grade of senior executive officer of the executive grades above that of the executive officer—the normal graduate bracket—made in the executive study.

He said that the grant would have meant an additional £650 to his family per annum, a total of nearly £2,000 over three years' study.

A spokesman for the SSRC said: "The SSRC is aware of the Matthews case. Within the regulations he has been dealt with fairly and properly."

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India

Book ban
angers
liberals

From A. S. Abraham

BOMBAY

The withdrawal of a school textbook has stirred up a year-old controversy between the federal Janata government and leftist sections of the academic community, especially historians.

The Central Board of Secondary Education has withdrawn a history book, *Ancient India*, written by Dr R. S. Sharma of Delhi University and prescribed for study in class XI in some 1,100 board-affiliated schools.

The board's chairman, Mr R. P. Singhal, has said that there is no need to withdraw a second history textbook, *Medieval India*, written by Dr Romila Thapar of Jawaharlal Nehru University and prescribed for the same class. Dr Thapar is the author of the first volume of the two-volume *A History of India* in the Pacific Original Series.

Medieval India was one of four history textbooks which the government sought unsuccessfully to have withdrawn from the school syllabus about a year ago, an attempt which provoked a fierce "battle" between liberal intellectuals and their more conservative opponents, who were accused of being Hindu chauvinists.

Mr Singhal said that a decision had yet to be taken about a third textbook, *Modern India*, by Bipan Chandra, also prescribed in board-affiliated schools. Another history textbook by Dr Chandra, *Freedom Struggle*, was among the four texts earlier sought to be withdrawn.

Dr Sharma, Dr Thapar and Dr Chandra are all Marxist historians. According to Mr Singhal, the board's policy is to keep out of the syllabus not more controversial textbooks but more acceptable books.

The board is an independent body, as is the National Council of Educational Research and Training—under whose banner *Ancient India* has been published (the book was about to go into a second edition when it was withdrawn).

But critics of the board's action say it has withdrawn the book at the instance of the government, particularly the Education Minister, Dr P. C. Chunder.

As evidence, they point to the carefully planned campaign against the book which became necessary because the book came out after the controversy over the four other texts had begun.

A hastily formed "Sanskriti Bachao (Save Our Culture) committee" appealed to parents and others to protest against the book. A conference to mobilize academic opinion against the book was also held by the Indian History and Culture Society, which enjoys official patronage and comprises carefully chosen conservative historians.

Critics say that with the government having created a controversy, the way was clear for the board to withdraw the book and claim that this was in keeping with its policy. So far, the board has not yet found a book to replace *Ancient India*.

All the books in question see events in a wider socio-economic context. As a result, the texts are demystified and demoralized.

To their detractors, however, they are denigrating the past and attacking the concept of *Ram Rajya*, the Hindu traditionalist's yearning for a return to a mythical golden age when the subcontinent was paradise.

Mexico

Lessons for teachers

A Postgraduate Teachers College is to be set up in September, with the aim of improving the teaching capacity of educators by instructing them in the latest techniques and methods. The idea is to upgrade national education and increase teacher earning capabilities.

Malta

Education reforms set
out in White Paper

From David Attard

THE Maltese Government has issued a White Paper on its proposed reforms in tertiary education. The paper also includes a Bill entitled "An Act further to amend the Education Act 1974". The changes are necessary, it is claimed, to "meet the challenges of the new age the island is embarking on".

Malta, a small state with a population of about 300,000 is to have two universities; the "Old University" which is described as the "New University" and the faculties of medicine, engineering and architecture, and other individual departments which will form part of a new faculty of education, are to be transferred to the New University. The Old University will retain the faculties of law, sciences and humanities.

The paper claims that after consultation between the Church authorities, in Rome and Malta, the teaching of "Catholic philosophy and theology will, in future, be provided by the Catholic Church, and the function of the Old University will be limited to conferring the appropriate degrees to students who reach the necessary standards."

Christus Rex, the society of Maltese priests, claimed that the paper threatened against the study of theology. It stressed that there has been no agreement on the measures between the Church authorities and the government. Similar views have been expressed by the University Students' Catholic Movement.

Replying in Parliament, Mr Minoff, the Prime Minister, said he did not expect the reaction of the Christus Rex as the matter had been settled with the Vatican.

The Association of University Architects and Students, whose members will have to study at the New University, claimed that the department of civil engineering

from John Kirkaldy

HEADS of universities and Colleges of Advanced Education (CAEs) and their staff associations have strongly criticized the federal government's funding guidelines for 1979.

Only the Technical and Further Education sector (TAFE), which has been allocated an increase of 10.4 per cent, will receive extra revenue in the tertiary sector during the coming year.

The details of the guidelines, announced recently by Education Minister, Senator John Carrick, shows that the federal government's contribution to education (nearly 9 per cent of its expenditure) will fall slightly in real terms in 1979. The total figure will be \$A1,894 million, a drop of \$A800,000 based on December 1977 prices.

The total allocation for universities and CAEs is down from \$A1,172 million to \$A1,146 million. Capital grants have been reduced by \$A23.6 million to \$A52 million, but allocation for recurrent costs has risen from \$A1,086.5 million to \$A1,094 million.

Iceland

Job signs good for women

from Colin Narbrough

Women comprise 16 per cent of university graduates (or equivalent educational level) in Iceland. Of these 94 per cent are actively engaged in the labour market, according to the latest survey by the Icelandic Academics Association.

Out of a total population of 219,000, Iceland has about 900 women with qualifications from higher or further education. The study deals with a sample covering roughly one-third of them.

The statistics show that one-third of women graduates had teaching degrees, making teaching the most frequent profession for females

was in a precarious situation because of the number of posts which had not been filled. There was also a lack of individual facilities and of an adequately equipped library.

The main proposed innovation in the Bill is the worker-student system. Under this in the New University, students will generally come from the employees of public bodies, of industries or commercial organizations which require their services.

These worker-students will alternate a period of work with a period of studies, and will be paid during the time advantages of this are said to be:

1. Tertiary education would come within the reach of those from all walks of life who deserve it on their outstanding educational attainments.

2. Students would become independent of all systems of patronage by giving them the opportunity of earning a decent living during the university years.

3. The professional classes would be brought closer to the working community.

4. Where possible students would be provided with an income, in the form of a stipend, which would be used for the benefit of himself and of the community.

Nominations for selection as worker-students will come from the candidate's employer and, in some cases, the employer and workers' representatives. The final selection will be made by a board appointed by the Prime Minister. This aspect of the Bill has been heavily criticized in view of the fact that students, who have not had the opportunity to be nominated, will only be admitted if there is a place and will have to pay fees. At present, all tertiary education in Malta is free.

The University Students Representative Council described the selection board as "a promotion lottery" and a "barrier to entry" totally to be condemned. It was

for new, partially built universities and for older universities, with top priority building projects.

Mr Les Wallis, general secretary of the Federation of Australian University Staff Associations (FAUSA), said that "the Tertiary Education Commission and its advisory council might as well pack up and go home. The University Council made modest recommendations for funding which were drastically pruned by the Tertiary Education Commission. Now the commission has had its own recommendations slashed by the government."

The rise in the TAFE sector will increase spending from \$A97.6m to \$A116.5m, clearly indicating the government's intention of moving away from the promotion of academic qualifications to skill training. This amount includes \$A56.5m of the additional \$A7m the government undertook during the last election to provide for capital works in this area over the next three years.

The TAFE and Schools Commission will now consider the guidelines and in due course will recommend policy decisions to the government.

Professor Rupert Myers, vice-chancellor of the University of New South Wales, and chairman of the Australian Vice-Chancellors Committee, said that he was concerned at the small provision made for expenditure on buildings. He said this would increase problems

completing higher education. In keeping with the strong tradition of sexual equality on the Icelandic labour market, more than 90 per cent of women graduates said they had equal income levels to their male counterparts.

State and local government employees recorded the highest level of income equality, while a small group of private sector female graduates reported sex-bias differentials.

Though male students easily outnumber female students at universities in Iceland the sexes are almost equally represented until the end of upper secondary school (gymnasium), pupils (16-19 years), graduate.

The South African Institution of Civil Engineers says that as a result of the steady drop in the enrolment of first-year civil engineers it is feared that there will be a severe shortfall in the number of graduates in the early 1980s. On a conservative estimate the profession needed about 600 new entrants a year. By 1981 only some 200 were likely to graduate.

Dom Mintoff

not against the concept of student-work but was totally against the introduction of fees for students who were not selected.

It also informed the Government that most medical students, who have remained in Malta to large number left to continue their studies in the United Kingdom, would not accept the student-work scheme. It claimed that a White Paper was meant to be a basis for discussion and study and not a "fait accompli".

While the funding of both universities will come from the government, each university will be obliged to prepare every year a budget of its requirements for the following year together with proposals for the allocation of those funds. These proposals will then be submitted to and discussed in Parliament.

The Opposition agrees with Mr Mintoff that education reforms are needed but not those proposed in the white paper. It says the proposed scheme would not narrow the social gap between classes and would not bring more students from the low-income families into tertiary education.

The dean of the faculty of arts at the University of Malta, Professor Peter Serracino Ingham, respected by MP, on both sides of Parliament, has resigned because of lack of consultation by Government.

Dr Paul Cassar, chairman of the commission for higher education, has resigned for "health reasons."

There is a certain amount of simplified picture. There are variations between the choice of students from different countries and even within from African states. For example, in 1975-76, 17 per cent of the students in France were from humanities. Among Tunisians, 12.6 per cent were in the sciences. Most of the students, 1.4 per cent, attended courses.

In attracting African students, Minister appears to have taken into account the large proportion of students from Africa who were less looked after than now. A man saw his tutor twice a term, when he came up and when he went down, and that was that. However their remoteness did not handicap their academic progress at Cambridge. He got a first in the classics tripos after winning a first in the university prizes for Latin epigrams, Latin poems, Greek translation.

But the war which was already two years old when he graduated changed the direction of his life. In terms of both his immediate career and his intellectual formation. Dr Carr is sure that if it had not been for the war he would have become a classics don in Cambridge. Instead in 1916 he was drafted into the Foreign Office—he regards the choice of the Foreign Office as almost accidental—and worked for the next 20 years as a diplomat.

So it was as a diplomat, not as an academic, that he first encountered Russia. This encounter again happened largely by accident in a have been in the Foreign Office since 1975.

The Minister's speech has been greeted with astonishment. Mentions have been made of the fact that this sort of recruitment policy which has been a considerable influence on French cultural influence in the world. Mme Samier-Selie says she seems to him that this limited either in Europe or elsewhere.

Certainly, the current situation of spending is a real test. But why it should be any less felt. But why it should be any less felt. But why it should be any less felt. But why it should be any less felt.

Alongside this fairly continuous, if unplanned, involvement in Soviet affairs Russia had made an immediate and decisive intellectual impact on the young Edwardian whose faith in the certain values of liberal England, like that of so many of his generation, had been badly eroded by the Great War. This was not an early flirtation with the ideas of Lenin. In this E. H. Carr was not anticipating the pro-Soviet mentality of the 1930s.

His true source was his discovery of the intellectual world of nineteenth-century Russia—of Herzen, Bakunin and Dostoevsky. He explained: "What appealed to me about Russia was that it was so entirely different. They thought in an entirely different way from the very conventional world in which I had been brought up. Theirs was not really the same world as ours."

In the late twenties and early thirties Dr Carr was in the diplomatic service. He was recalled from Riga and became assistant adviser on League of Nations affairs at the Foreign Office, a new responsibility that distracted

him from his absorbing interest in Russia. Perhaps in reaction to this change he soon began to write. His first book, *Dostoevsky*, was published in 1931 and the more substantial *The Romantic Exiles* in 1933.

Finally he found that his official job was restricting his true enthusiasm—in particular it made it difficult for him to contemplate writing on more recent events such as the Russian Revolution which remained politically charged. So in 1936 he resigned to become Wilson professor of international politics at the University College of Wales, Aberystwyth. Looking back on his 20 years as a diplomat, he is still glad that he worked at the Foreign Office but feels, inevitably, that he stayed too long.

The Wilson chair—a fancy chair—in Dr Carr's own phrase—allowed him a great deal of freedom. His commitment to teaching was small. The books began to pour out. Many of them, perhaps paradoxically, not on Russia, his first and final intellectual love, but on the conduct of international relations between the wars which he had been able to observe from the inside in the Foreign Office. Perhaps the most influential of these early works was *The Twenty Years Crisis*, published in 1939, not because of any outstanding academic quality but because it reflected so exactly the cycle of hope and disillusion that had been such a common experience in the 1920s and 1930s.

On the outbreak of war Dr Carr returned to the Foreign Office. He was born a world ago in 1892. His father was a small manufacturer in north London. "My family was neither upper nor lower but middle middle class, and very Victorian," he recalls. "They never to my knowledge went abroad in their lives."

He was educated at the Merchant Taylors' School and in 1911 went up to Trinity College, Cambridge, with an entrance scholarship. In the years immediately before the First World War Trinity dominated Cambridge not only by the number of its undergraduates but also by the brilliance of its dons. They included, besides the Master, Montagu Butler, Hardy in mathematics, Whitehead in philosophy, Huxley in classics, and Frazer in the new-fangled anthropology. The young Bertrand Russell had just been appointed a lecturer in mathematics and logic.

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France

Call for curb
on foreign
students

from Guy Neave

An unprecedented attack on foreign students has been launched by Mme Alice Samier-Selie, Minister for Higher Education.

Speaking at a conference of university teachers and administrators at Paris, the Minister called for a tightening up of entry conditions for foreign students.

"French universities are being the dumping ground for the world's students," she said. "We must stop the flood of students coming to our universities. We have enrolled in courses that are not the slightest interest to their countries."

In future, said Mme Samier-Selie, higher education in France should accept only those students who are already given proof of their ability and seriousness.

This curious outbreak of another round in the debate about the future of foreign students in France, also made less than easy by the measures taken by the Ministry of the Interior.

Statistics recently published by the Ministry of Higher Education show about 98,500 foreign French higher education. Half of these come from predominantly from E. Europe and Africa. The other half, the influx has been slow down compared to the 1970-71.

In part the problem, as pointed by the Minister for Education, stems from the fact that a relatively high proportion of foreign students are in the humanities departments. 18,000 out of a total of 98,500 following courses in these departments.

But this is somewhat of a simplified picture. There are variations between the choice of students from different countries and even within from African states. For example, in 1975-76, 17 per cent of the students in France were from humanities. Among Tunisians, 12.6 per cent were in the sciences. Most of the students, 1.4 per cent, attended courses.

In attracting African students, Minister appears to have taken into account the large proportion of students from Africa who were less looked after than now. A man saw his tutor twice a term, when he came up and when he went down, and that was that. However their remoteness did not handicap their academic progress at Cambridge. He got a first in the classics tripos after winning a first in the university prizes for Latin epigrams, Latin poems, Greek translation.

But the war which was already two years old when he graduated changed the direction of his life. In terms of both his immediate career and his intellectual formation. Dr Carr is sure that if it had not been for the war he would have become a classics don in Cambridge. Instead in 1916 he was drafted into the Foreign Office—he regards the choice of the Foreign Office as almost accidental—and worked for the next 20 years as a diplomat.

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The Minister's speech has been greeted with astonishment. Mentions have been made of the fact that this sort of recruitment policy which has been a considerable influence on French cultural influence in the world. Mme Samier-Selie says she seems to him that this limited either in Europe or elsewhere.

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Alongside this fairly continuous, if unplanned, involvement in Soviet affairs Russia had made an immediate and decisive intellectual impact on the young Edwardian whose faith in the certain values of liberal England, like that of so many of his generation, had been badly eroded by the Great War. This was not an early flirtation with the ideas of Lenin. In this E. H. Carr was not anticipating the pro-Soviet mentality of the 1930s.

His true source was his discovery of the intellectual world of nineteenth-century Russia—of Herzen, Bakunin and Dostoevsky. He explained: "What appealed to me about Russia was that it was so entirely different. They thought in an entirely different way from the very conventional world in which I had been brought up. Theirs was not really the same world as ours."

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him from his absorbing interest in Russia. Perhaps in reaction to this change he soon began to write. His first book, *Dostoevsky*, was published in 1931 and the more substantial *The Romantic Exiles* in 1933.

Finally he found that his official job was restricting his true enthusiasm—in particular it made it difficult for him to contemplate writing on more recent events such as the Russian Revolution which remained politically charged. So in 1936 he resigned to become Wilson professor of international politics at the University College of Wales, Aberystwyth. Looking back on his 20 years as a diplomat, he is still glad that he worked at the Foreign Office but feels, inevitably, that he stayed too long.

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PROFILE

Revolution without the passion

Peter Scott talks to E. H. Carr whose epic history of Soviet Russia will be completed this autumn

Sixty-one years ago a young Mr E. H. Carr who had just joined the Foreign Office as a temporary clerk the year before from Cambridge, was in his own economical phrase, "shifted onto the Russian Revolution". He never left it. In the autumn the last part of the last volume of his *History of Soviet Russia* will be published, thus completing one of the most impressive but least easily categorized achievements of British historiography in this century.

But although the Russian connexion has been the dominant one for Dr Carr his contribution to history is more than the sum of *Soviet Russia*. In its range and in its volumes, it is more popular than *What is History?*, the published version of his 1961 Trevelyan lectures, can still be found in the kit bags of most history undergraduates—to the discredit of some fellow historians who distrust his confident assertion of a pragmatic, leftish but amoral, and perhaps not the slightest interest to their countries."

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The Wilson chair—a fancy chair—in Dr Carr's own phrase—allowed him a great deal of freedom. His commitment to teaching was small. The books began to pour out. Many of them, perhaps paradoxically, not on Russia, his first and final intellectual love, but on the conduct of international relations between the wars which he had been able to observe from the inside in the Foreign Office. Perhaps the most influential of these early works was *The Twenty Years Crisis*, published in 1939, not because of any outstanding academic quality but because it reflected so exactly the cycle of hope and disillusion that had been such a common experience in the 1920s and 1930s.

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The attempted internal settlement in Rhodesia has stimulated renewed and urgent debate about the likely shape of the education system in a new Zimbabwean state. The differences of opinion, not surprisingly, are as fundamental as those over the settlement itself, since the character of education will be one of the major influences on life after the effective hand-over of power.

Present discussions are of more than purely academic significance because of the likelihood of massive investment in education in a political settlement, internal or external, received the backing of the West. The Zimbabwe Development Fund, included in the Anglo-American peace plan, would be unlikely to provide less than the £300 million previously earmarked for education. Although rapidly changing political circumstances could preempt any decisions made now, none of the interested parties can afford to miss an opportunity to influence thinking on how such a sum could best be spent.

The delicate nature of the debate outside Rhodesia was underlined by a seminar on the subject held last month in London. Organized by the Council for Education in the Communities and the London University Institute of Education, it attracted many of Britain's most eminent observers of Southern Africa as well as 19 participants from Zimbabwe itself. However, although the event was important enough to attract the members of Government departments, it was kept private.

External agencies were anxious not to be seen to prejudice the chances of a peaceful settlement by favouring too radical a line, while those from inside the country welcomed the opportunity to speak frankly of the record Mr. Roy Mawby, executive chairman of the Council for Education in the Communities, described the seminar as "an enormous achievement" during which not one voice was raised in anger and politics were hardly raised. No firm recommendations were expected or reached, but the day was notable for the presentation of a report which is likely to carry considerable influence with supporters of the internal settlement.

The report, an investigation into the possibilities for educational development in Rhodesia-Zimbabwe after a political settlement, emanates from the faculty of education at the University of Rhodesia. Its authors, Professors Norman Atkinson, Peter Gilberth, Elizabeth Hendrickx and Sidney Ubell, interviewed a wide range of people from a representative of Mr. Robert Mugabe's Zimbabwe African National Union to Bishop Abel Muzorewa and other participants in the internal settlement, businessmen and educationalists.

Professor Atkinson, in his introduction to the report, claims that the authors are in a particularly good position to produce an analysis of the possibilities. The normal

What kind of system after Rhodesian war is over?

John O'Leary reports on a private conference which discussed new proposals for Zimbabwean education

agencies of educational planning are said to be in an unusually disadvantageous position because of constitutional disputes and the agencies of international aid are often no longer able to effectively assess priorities or deploy resources to the greatest advantage.

However, the conclusions reached by Professor Atkinson's team received a predominantly hostile reaction at the London seminar, which he himself attended. Although the stated aim was merely to produce guidelines for use in a future government there was concern that the report would be accepted by default.

The professors' proposals are based on the concept of a "non-racial meritocracy" which would preserve educational standards while eradicating discrimination. Change would be introduced gradually, systematically bringing blacks up to the levels achieved by their white counterparts, rather than imposing total "Africanization" of the system immediately. Opponents of this approach argue that, regardless of its intention, it would perpetuate inequality and would not satisfy the desires of the African in the new Zimbabwe.

Even without the report this dichotomy is seen to exist behind the general agreement on general principles of a commitment to non-racism and greater educational opportunity for all the people. While almost all Africans interviewed supported non-racial schooling, for example, European witnesses are said to have "displayed no opposition to the principle" but were deeply concerned about the implications for educational standards which might be sacrificed by a precipitate programme of reorganization.

Africans generally accepted that English should be the teaching medium but believed that at least one African language should be taught. However, they showed "a varied reaction" to the question of African studies.

Among the less radical proposals are the retention of fees for schooling, albeit in conjunction with a wide range of scholarships and bursaries.



Picking out sunflower seeds to help school finances—what future system would be best for these children near Salisbury?

the continued existence of independent schools and the rejection of bussing to integrate schools. Schools would be zoned and the authors assume that Africans could be expected to move into the present European areas, thus achieving a racial mix naturally. An assumption hotly disputed by the report's opponents who foresee inadequate change at a snail's pace.

Compulsory education, a high priority for the African political parties, is recommended for implementation gradually in the primary sector, beginning with the upper grades. A full programme of compulsory might take two decades, the authors believe, and Africans would be expected to compete for places on an equal footing with Europeans. Schools should place emphasis on a broad-based curriculum, with institutions expanding to produce the additional teachers needed to cope.

In post-school education, considerable emphasis is placed on non-formal teaching under the auspices of new regional adult training centres. The university itself, intended to be a multipurpose academic institution, would have to pay more attention to relevance to the needs of the nation. The number of students on

university level courses, now numbering some 2,000, could be increased by granting associate status to other institutions of higher education which do not require standard entrance qualifications.

With a rapidly growing demand for advanced training in scientific and technological subjects, anticipated, the report also expects the polytechnics to play a key role. Courses at the two existing polytechnics at Salisbury and Bulawayo are closely aligned to the London City and Guilds qualifications and further and from Britain is favoured for staffing and equipment. Technical institutions, as well as for specialist teacher training and the provision of expertise in organizing public examinations.

The recruitment of expatriate teachers is discouraged because of their lack of understanding of the environment and cultural traditions of Zimbabwe. Negatives comments are said to have been unhappy with their experience of overseas teachers.

Professor Atkinson's report has been studied by the Ministry of Overseas Development but a spokesman said a number of similar studies had been undertaken and were being produced. It would not be appropriate for the Ministry to

take an official attitude to it. At the same time, however, the report's conclusions as to the need for change within the framework of the existing system.

The Catholic Institute for International Relations, which is bringing out its own analysis of educational needs, Zimbabwe, fears the emergence of a small black bourgeoisie filling the void left by the country's white population. The report sees the need for a much more dramatic change than the professors envisage.

Professor Terence Ranger, of Manchester University, was another at the seminar who believes the report's recommendations will mean little change. Proposals for education centres close to areas would effectively mean a policy of separate development, despite the commitment to non-racism. The authors were seen to be unrealistic about the change to a new regime, said Professor Ranger, who used to teach at the University of Rhodesia.

Nothing emphasizes this point more vividly as the policy of black staff presently at the universities, a small minority of the staff. In a pamphlet published earlier this year they emphasized the need for "Africanization" of the curriculum and among both academic and administrative staff. Those non-Africans who identified themselves with the Zimbabwean nation would be able to stay, while those who had not, their duty over the years, abstract African progress in appointment and promotion staff would have to go.

Such a response, though not many British observers would have expected, is more likely of the type of the new Zimbabwe. There are those who hope that Zimbabwe will do an entirely new model of education, with a better balance of staff to adapt to black life. Whether or not this is any more realistic than Professor Atkinson's approach will inevitably depend on the success of current initiatives, but it seems at least as likely that the attempt to promote change through the existing education system.

of history is often regarded as essential, should be regarded as a must of the left. Yet the two are linked, as it were, by a world of common values, into the nineteenth century—and he saw many of the values undermined during the Great War. He wrote: "After the First World War and the Second, the reaction could come in one of two forms—socialism or conservatism." He has never doubted which side he should be on.

Unlike so many contemporaries, the essence of the war did not incline him towards cultural pessimism but rather towards optimism of change. He recalls: "Suddenly I had the great feeling that the world was moving, changing." It was his determination to understand this process of change that made him both a man of the left and a historian.

The feeling has never left him, he writes, because "change is no longer a threat, as it was at the time of the war, but an achievement, as opportunity, as progress, as an object of fear." He regards now as the younger generation of historians as "dim" because they concentrate on the trivial and the trivial. That, too, he attributes to the feeling that change, that history, has become "menacing," although he believes that the growing fear of being labelled a Marxist is a powerful subsidiary cause.

Yet E. H. Carr, who is not inclined to such gloomy thoughts. Something of the quality of the Edwardian world survives in him, he says. He never lost the mentality of the Edwardian radical. "When Sir Lewis Namier was me to eschew programmes," Professor Dukesott tells me that we were going nowhere in particular, and Professor Poppel wants to keep the dear old world of the road by the side of the road. "I had the great feeling that the world was moving, changing." It was his determination to understand this process of change that made him both a man of the left and a historian.

Robin McKie sorts the facts from the myths surrounding Europe's biggest engineering project

Shetland counts the social cost of the oil invasion

Like all remote islands, Shetland abounds with stories and myths. Many are connected with the islanders' ancient heritage but a substantial number now relate to the oil invasion and its impact on the local way of life.

And no doubt a good proportion are solidly based on fact. Any project on the scale of the Sullom Voe terminal, the giant depot that is the focus of all activity in Shetland, is bound to attract labels which claim it is the "greatest construction effort ever undertaken in Britain" or "the largest engineering project in Europe". At an estimated cost of £679m, and with an involvement of 33 oil companies and work covering 1,100 acres, these epithets are certainly justified.

But others have less basis in truth. In particular, one myth stresses that the Shetlanders managed to negotiate a strong, sensible deal for themselves in their talks with the oil companies.

At first, during the initial negotiations in the 1972-74 period, this was probably true. The then Zetland County Council forced demands which limited the oil companies to one site, secured promises of compensation for disruption to the local economy, and entered into commercial deals which would give Shetland profit from North Sea oil.

But many islanders suspect the oil men exaggerated the extent to which they were "taken to the cleaners" by the council. Indeed, the concessions seem less impressive compared with the massive, multi-million pound impact of an oil industry on an island of only 20,000 inhabitants.

It is this interaction of tiny communities with giant commerce that provides a fascinating microcosm of industry in conflict with society. And the Shetlanders are well aware that they are under the microscope of close scrutiny and there is now a growing awareness that there are many aspects of this massive industrial programme which were impossible to predict at the time.

John Graham, headmaster of the island's main educational unit, the Anderson High School, provides one of the most telling examples. Such was the shortage of local labour needed to cater for the construction workers at their camps near Sullom Voe that fifth and sixth year pupils were bussed there to act as cleaners. For 11 hours' work five days a week, these 16 and 17-year-olds were paid an incredible £50 a week.

It is almost a sin to imply to these kids that this is how easy it is to obtain money," he added. By offering his pupils a job, the companies are siphoning off young

labour that would normally turn to the Shetland's traditional industries of fishing and knitting. And many fear that when the oil men eventually depart from this "cold Kuwait" in several decades, they will leave no other industry behind, completely destroying any sense of community continuity.

"We are beginning to see some of the social trends emerging," said Mr. Graham. "But what can you do to alter them when they stem from a multi-million pound investment in your midst?"

One attempt is made in the high school, a unique educational establishment where normal classes are held as well as further education courses in subjects such as nautical studies and engineering. It is a bid to retain people in the skills needed to sustain the traditional industries such as fishing which could otherwise be lost when the oil men leave.

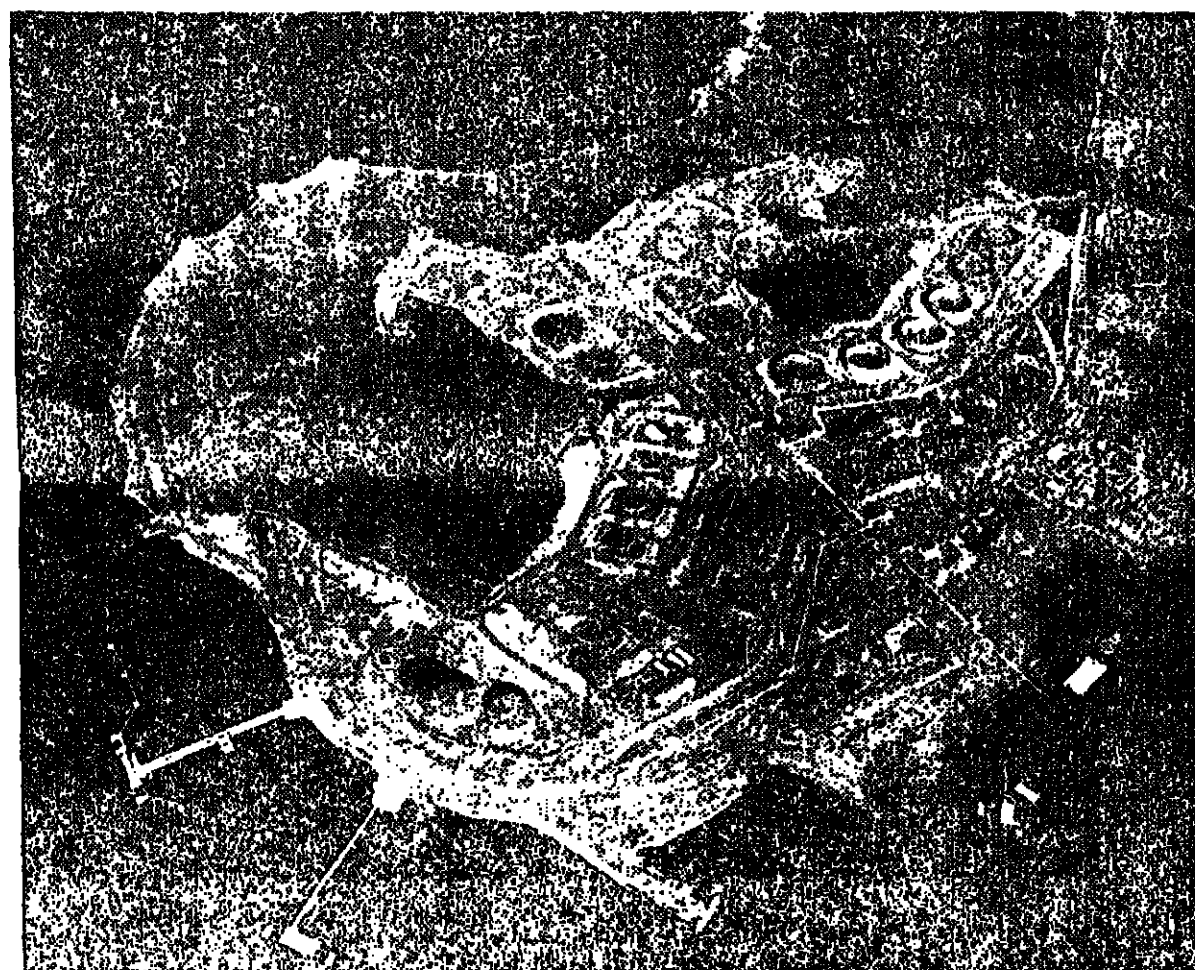
However, this is only a small-scale effort. The main industry has come from the Shetland Island Council, which succeeded in county council after Scottish local government reform. It will benefit financially in five ways from the oil terminal: increased rates and also rents from the site, harbour dues, disturbance cash and participation in commercial oil-related enterprises. This last venture has involved the council in holding majority stakes in Grandmest Shetland Ltd, managers of a major construction village, and Shetland Towage Ltd which will provide the tug services for tankers arriving and leaving from Sullom Voe harbour.

But planning director Mike Fenwick is pessimistic that this will be enough. "That money will have to be used to build a whole new economy while the oil men leave. Even if we manage to get about £200m, that is not a lot of money to carry out the task."

The council could spend the cash like greased lightning, he added, but it had to be saved or there would be another mass emigration, similar to the one which cut the Shetland population from 30,000 in the nineteenth century to 17,000 in 1960. It was a trend that had only just been halted before the oil men arrived.

And although BP, the company responsible for overseeing the construction and running of the terminal, claim good relations with the council, Mr. Fenwick had harsh words for some of the oil companies' actions.

"Individually they are quite human but collectively they are unresponsive to the needs of the community. They can pull the wool over our eyes quite easily," he added.



The vast 1,100-acre complex of Sullom Voe. Oil is expected to start flowing into the first of the giant storage tanks later this year, although construction work will not be fully completed for a further two years.

Now the council are pressing for greater control of the giant tankers which will approach Sullom Voe for loading. "We want specific channels for these ships and far greater fines when they break regulations," Mr. Fenwick added.

"At present the maximum fine is £50,000. That is peanuts. It represents only about one-third of the price of the tanker's load. What we want are fines of the region of at least £500,000."

The danger of oil spillage was a main impetus in the setting up of an environmental advisory group, a unique voluntary organization made up of representatives of the oil industry, the council, academics concerned with ecology and others. The original Sullom Voe Environmental Advisory Group was disbanded in 1976 after recommendations that there was bias in favour of the oil companies and was replaced by the Shetland Oil Terminal Environmental Advisory Group, under an independent chairman, Professor G. Dunnet, of Aberdeen University zoology department.

The group has an annual budget of about £70,000 and is involved in constantly monitoring for pollution near the terminal. But Professor Dunnet warned that even with proper channels and advanced navigation aids, it was impossible to prevent human error causing a disaster on the scale of the Amoco Cadiz breakdown.

The degree of damage would depend on the time of year, but oil would be whipped round the islands by fast currents and tides. In particular, this has occurred because of playacting and from the failure to clean up debris from oil works on to the sea bed.

But he stressed he was relatively optimistic for the environmental prospects for Shetland. "I think the capabilities for detecting environmental changes are as good, if not better, than any other equivalent project in the world."

And he added that at a recent oil pollution conference in Denver, he had found the collection of any oil spillage by the Shetland oil industry representatives, to confront oil industry personnel with their

responsibilities. "I think the capabilities for detecting environmental changes are as good, if not better, than any other equivalent project in the world."

On hearing the report, the then chief executive of the council, Ian Clark, the man regarded as the principal negotiator of Shetland's oil industry, merely remarked that it showed the islanders had good sense. Only time will tell just how sensible they have been.

A measure of this public rejection can be gauged from a vote taken at the island's debating society, the Airling, named after the former Shetland parliament. When a motion was proposed that "North Sea oil ensures a bright future for Shetland", it was defeated by 140 votes to 20.

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Revolution without the passion

from preceding page

the publication of the first volume of the last part this autumn. This is, of course, related to the ups and downs of British attitudes to the Soviet Union. Soviet Russia was conceived at a time when it seemed possible that the war-time alliance might turn into a lasting rapprochement, but was published when the cold war was at its most intense. Later volumes were written and published after 1955 when Khrushchev presented a more human Soviet face. The last parts have been published since 1968 when British attitudes to Russia have again become more frosty.

In this light it is interesting to compare two reviews in *The Times Literary Supplement*, separated by 20 years, of the first and last volumes of Soviet Russia. The first, in 1951, is harsh and condemnatory. It accuses Dr Carr of "an obliquity of viewpoint which suggests some irresolution or evasiveness towards the basic issues of the study". The conclusion is that "his conviction of the legitimacy of revolutionary power has produced a bias on the Bolshevik Revolution which is in the last resort an act of faith rather than of analysis".

In 1971 the criticism is almost the reverse. Now Dr Carr has "a remarkable ability to remain coolly dispassionate and personally uninvolved in the events he describes". The (anonymous) reviewer adds: "In a historian this objectivity is highly laudable and it lends authority and conviction to Mr Carr's writing." His conclusion is that "the price

of the book puts it out of reach of many young people.

Dr Carr has changed as well as his critics over the past 20 years. "History does not stand still. Nor does the historian," he admits. "Writing today I should shape my fit a volume very differently." The main change, he would make would be to place less emphasis on the formal constitutional arrangements made by the new Soviet State and more on the geographical, social and economic environment in which it operated.

A history of Soviet Russia is now acknowledged as an historical classic but it remains an ambiguous one. Its scholarship is no longer in any doubt as volume after volume has shown that no one has read more of the evidence; and reflected on its meaning, in fact knows more about Russia in the first ten years of Soviet rule than E. H. Carr. Yet as a work of historical imagination it will sometimes disappoint his many readers.

Another historian put it this way: "It is not sufficient explanation to say that E. H. Carr is not a Gibbon or Macaulay—although he is a fairly dull writer at times. The effect of writing minutes in the FO for all those years still haunts him."

The real reason is that the Russian Revolution appears as a grand theme of history as grand perhaps as the decline of the Roman Empire. But both the theme and Carr's treatment of it fail to live up to this promise of grandness—the theme because few people today are prepared to say of the Russian Revolution what Fox said of the French Revolution "How much the greatest event in the history of the world and how much the best!" and Carr's theme because one feels he is too dispassionate, he seems to feel too little—and that, of course, is tied up with his whole view of history.

It is this lack of passion, this refusal to judge, that both combined and personally uninvolved in the events he describes. The (anonymous) reviewer adds: "In a historian this objectivity is highly laudable and it lends authority and conviction to Mr Carr's writing." His conclusion is that "the price

attempts to consider Stalin as dispassionately as if he were Peter the Great. Not surprisingly perhaps he does not entirely succeed and many resent the extent to which he does.

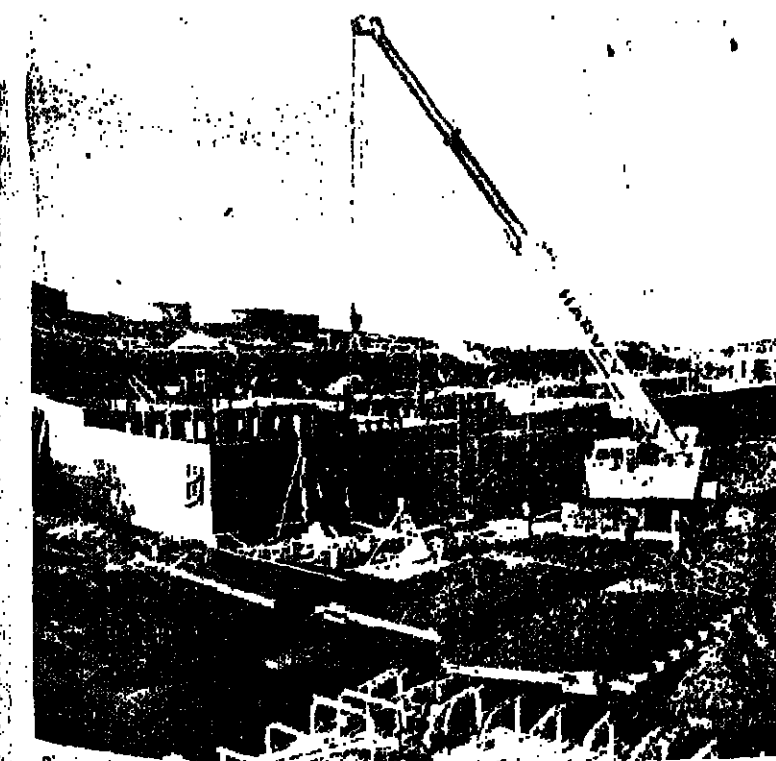
He stated his view of history most clearly in the *Freeze-frame* lectures. "We are born into a society, we are born into history," he wrote. "No moment occurs when we are offered a ticket of admission with the words 'accept or reject it'. The historian has no more conclusive answer than the theologian to the problem of suffering."

This particular passage has been strongly attacked by more moralistic historians. The famous British historian, Professor Pieter Geyl, said that this philosophy of history reduced the historian's task to the justification of the present. "The way in which Mr Carr absolutizes his demand that the historian should abstain from moral judgments, that he should unquestioningly accept what is decided by the mysterious world force he supposes makes history without consulting us, revolts me."

In fact Dr Carr is far from being a determinist, although he quote Hegel with approval and admits that he has been influenced by Marx. His remarks were really aimed at those historians who attempted to replace the dwindling ethical force of religion with the artificial morality of history. His starting point is not really so far from that of his opposite, Sir Lewis Namier.

Indeed he does not exile moral absolutes from the study of history entirely. He regards them as indispensable categories of thought—but ones that are devoid of ethical or application until specific content is put into them. In his *Freeze-frame* lectures he used the metaphor of a cheque. "The printed part consists of abstract words like liberty, equality, justice and democracy. But the cheque is valueless until we fill in the other part, which states how much liberty, equality, justice and democracy we are prepared to allocate to whom, when, and to what amount. The way in which we fill in the cheque from time to time is a matter of history."

The paradox is that E. H. Carr, whose view



Some of the work on the effluent treatment areas of the complex, looking to the north of Sullom Voe.

Graduates return... to menial jobs

The distortion induced by planting an immense engineering construction in the middle of a remote Scottish island is immediately evident on arrival at Shetland's tiny Sumburgh airport. Herds of construction workers fill the prefabricated terminal building, lounging on seats awaiting helicopter transport to rigs and forming long queues for plastic trays of pie, beans and chips from the meagre canteen.

More air traffic now passes through the airport than at Terminal One, Heathrow, although work is only just beginning on a £16m development of buildings there. A measure of its rapid increase in use can be gauged from the fact that on one day in 1977 more flights passed through the airport than did in the whole of 1976.

At Sullom Voe itself, an even greater disruption is evident. A vast mass of 10 million cubic metres of peat and earth has been cut from the hillside and used to fill in a complete sea loch, Orka Voe.

A dozen huge storage tanks are being built on the site and these will be used to store crude oil supplied through the Brent and Ninian pipelines from the North Sea fields. It is expected that at first the terminal will deal with about 50 million

gallons of oil a day, although its capacity is more than double this. Natural gas will first be separated from the oil and will then be refrigerated before both are shipped off in giant tankers heading north through Yell Sound.

The project has so far involved more than 3,000 construction workers and masses of landmoving equipment which have turned a remote peat basin into a vast building site that would be out of place even in a city. But resident engineer Piet Van der Broek was confident the landscape would not be left in a blighted condition. Each tank will be painted light green and the land laid out with grass.

"It will be beautiful here by the time we are finished," he added. This vast influx of engineering enterprise, for all its damage to the local way of life, has at least brought about a return of the Shetland's most gifted young people.

Headmaster John Graham, of the Anderson High School, reported that about half the students who left to go to universities were now returning to the islands. "A few years ago, only 5 to 10 per cent were coming back," he added.

But it is hard to find any evidence that they will achieve any real fulfilment in the jobs being offered by the oil companies in Shetland.

Although 500 Shetlanders are employed at Sullom Voe, these men are used as mere construction workers. The 60 senior BP personnel responsible for supervising the work, including civil, mechanical and cost engineers, are nearly all experienced oil workers brought in from other areas by the company.

And the prospects for those wanting to work on the operation of the terminal are equally dismal. Although 50 per cent of the staff will be local men, there will work as petty operators, loading masters, and process workers. The senior posts will go to experienced oil men again, including the mechanical, planning and electrical engineers needed to supervise the gas and oil separation work and other aspects of the terminal operation.

And one BP spokesman said they had no plans to introduce any form of scholarship to help local students through university engineering degrees. "There is not enough time left to help those who could work on the construction and it is unlikely many engineers will be needed for the terminal's operation."

Sadly, these young graduates will probably take jobs at the terminal which are well below their capabilities because of the high wages and poor prospects elsewhere.

Margherita Rendel and E. M. Ettorre (left) on grant discrimination and Stanley Johnson on intake

Battle of the sexes on university conditions



Money does not come easily

The grant regulations and the attitudes of men reflect two forms of discrimination against women. Both reflect systematic discrimination which may or may not operate systematically.

The Equal Opportunities Commission has drawn attention to the inconsistent and often inflexible rules for discretionary awards, that is their unsystematic quality. The commission also drew attention to the ways in which rules for discretionary awards tend to operate more harshly against women than against men; that is the systemic discrimination.

Systemic discrimination may be direct or indirect. It may operate against women or married women as in the case of grant regulations which treated married women differently from married men. It may be indirect, applying a rule equally to both sexes and married and unmarried alike, but a rule which is not justifiable and which operates more harshly against one sex than the other.

Lack of money keeps women out of higher education; the Open University found that 36 per cent of housewives, compared with 4 per cent of those employed in education and 25 per cent of manual workers, did not apply for this reason.

A pilot project, financed by the SSRC, on student records held at the University of London Institute of Education throws light on what has been happening to men and women students. A working party on the implications of the Sex Discrimination Act found that over an eight-year period women doing the Academic Diploma in Education had always been less likely than men to receive financial support, although the total number and the proportion of women had increased substantially. The implication was that there might be discrimination among bodies outside the Institute.

The results of the project show that the total number of students has increased by 25 per cent between 1971-72 and 1976-77. Women now constitute 45 per cent of the total student body. There are now more men than women doing the PGCE and equal numbers of men and women on the 16 Institute Diplomas for which enrolment varies from six to 51. On the more academic courses, the enrolment of women has risen most markedly:

by 61 per cent for the Academic Diploma in Education which serves as a gateway for higher degrees, by 122 per cent for the MA and by 89 per cent for the PhD. But men constitute 55 per cent of the Academic Diploma and more than 60 per cent of the higher degree students.

Women tend to predominate on the small specialized courses concerned with the sort of topics they are expected to be interested in: younger children, those needing care such as the handicapped, and expressive subjects. Do these results reflect choice by students who are, after all, influenced by social assumptions about what is appropriate for women? Or is it easier for women to obtain financial assistance for such courses?

We examined three years, 1971-72, 1973-74, and 1976-77, and divided courses into four main categories: (1) the PGCE, (2) the Academic Diploma, (3) higher degrees, and (4) the specialized diplomas.

The proportion of women on PGCE had decreased by 9 per cent and of those receiving financial support by 10 per cent, although financial support is mandatory. Men had increased by 9 per cent and their financial support dropped by only 2 per cent.

In the Academic Diploma both the number and proportion of women students had increased, but the proportion who receive financial aid has decreased from 52 to 43 per cent. In this, the women have fared somewhat less badly than the men but at all times women have been worse off than men, although the gap has tended to close.

On the taught master's courses, both the number and proportion of women students and of women receiving financial aid has increased. Substantially more men received financial aid in 1973-74 than in the earlier or later years, but women have now caught up with the men.

Both the MPhil and the PhD are research degrees with more students registered for the MPhil, women consistently making up about a third of the students. The improvement in financial aid for men came between 1971-72 and 1973-74 but for the women not until 1976-77.

The number and proportion of women PhD students has increased. Both the number and proportion of women receiving financial assistance has increased substantially so that now the proportion of each sex receiving support is almost the same.

The specialized diplomas present a different pattern. Men and women are enrolled in virtually equal numbers, but their distribution is uneven. Educational administration and educational rehabilitation are overwhelmingly male. For educational administration, women are much less likely to obtain financial aid.

Secondary education is the next

most "male" diploma. The most female are child development, deaf children, the physically handicapped, English as a foreign language and handicapped children. When the numbers of students receiving financial aid are aggregated for the three years examined, women tend to be proportionately less likely to obtain financial aid for "male" than "female" courses.

Thus only 46 per cent of the women compared with 79 per cent of the men doing the diploma in educational administration received financial aid. The converse does not apply except for the diploma in the role of language but there the figures are 71 per cent for the men and 87 per cent for the women.

Proportionately more women received financial support for institute diplomas than for any other courses although still proportionately fewer women than men received such support. Thus, it appears that women are less badly off at this level than elsewhere, provided they stick to traditional "feminine" subjects.

Implications of these results are:

- Women are less likely than men to get financial support.
- The number and proportion of women doing higher degrees has increased over the past six years as have their chances of obtaining financial support; but women still remain substantially fewer.
- Women seem most likely to get

financial support for lower level courses on "feminine" topics.

The majority of students at the Institute would require discretionary rather than mandatory grants. A number are married women receiving employment. The Equal Opportunities Commission also found that women are less likely to get grants for "masculine" courses. It seems possible that more women than men do not make or pursue applications for courses because of financial difficulties.

Discrimination existed in regulations for mandatory grants. Women who were affected by these regulations suffer the consequences of past disadvantage although the regulations have been amended. Our findings suggest that women seeking discretionary awards are treated differently from men. Even where the regulations are the same for each sex, indirect discrimination will mean it favors, because of low expectations for their daughters, and husbands, because of jealousy of their wives' obtaining education, are unwilling to pay their full assessed contribution. If grants were mandatory and payable in full in the student, the contribution could be recouped through the parent's or spouse's income tax.

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Numbers and percentages of WOMEN students on courses and receiving financial aid

| Course | 1971/72 | | | |
|-------------|--------------|------|------------------------|------|
| | No. students | % | No. receiving fin. aid | % |
| PGCE | 216 | 58 | 215 | 58.6 |
| Inst. Dips. | 186 | 42.9 | 142 | 46.9 |
| Ac. Dip. | 85 | 44 | 44 | 51.8 |
| MA | 39 | 32.2 | 11 | 28.2 |
| MSc | 16 | 57.1 | 6 | 46.2 |
| MPhil | 55 | 31.7 | 11 | 28.9 |
| PhD | 20 | 25.9 | 6 | 29 |

| Course | 1973/74 | | | |
|-------------|--------------|------|------------------------|------|
| | No. students | % | No. receiving fin. aid | % |
| PGCE | 204 | 57.1 | 200 | 57 |
| Inst. Dips. | 204 | 42.5 | 161 | 50.3 |
| Ac. Dip. | 88 | 38.9 | 43 | 48.9 |
| MA | 40 | 33.4 | 29 | 22.3 |
| MSc | 25 | 48.1 | 15 | 21.4 |
| MPhil | 62 | 34.4 | 15 | 21.4 |
| PhD | 33 | 30.7 | 10 | 17 |

| Course | 1976/77 | | | |
|-------------|--------------|------|------------------------|------|
| | No. students | % | No. receiving fin. aid | % |
| PGCE | 213 | 49 | 191 | 47.7 |
| Inst. Dips. | 186 | 45.9 | 138 | 48.4 |
| Ac. Dip. | 138 | 45.4 | 57 | 41.8 |
| MA | 131 | 44.5 | 52 | 39.2 |
| MSc | 26 | 51 | 19 | 47.4 |
| MPhil | 72 | 34.8 | 19 | 26.4 |
| PhD | 43 | 30.7 | 33 | 39 |

The percentages in the second column show women as a percentage of all students on that course. The percentages in the fourth column show the women receiving financial aid as a percentage of all students on that course receiving financial aid. Students doing the PGCE now come under the mandatory grants. The Dips—Academic Diploma (now called Diploma in Education), Inst. Dips—Diplomas awarded by the Institute rather than the university, mostly specialized and do not normally give access to higher degrees.

Threat to male dominance?

The increase in the demand for university places seems to coincide with the University Grants Committee on Admissions. It announced that applications for entry in Autumn, 1978, may be as much as 4 per cent up on 1977, but the increase being from over 600,000 to over 650,000. Practically all the British universities, apart from the Open University, are included in the pattern is clear.

All this is in general line with forecasts based on population trends. Broadly, admission of total undergraduate numbers is expected to increase annually by about 1981-82. Further analysis of published information suggests the influence of factors other than the birth rates.

The recently published statistics of universities for 1975-76 show that total numbers of undergraduates in the United Kingdom have risen every year since 1965. Although the increase of degree students in England and Wales amounted to 5.5 per cent in 1976, the rise in five years for 1970 to 1975 was under 3 per cent. It was the increase in non-degree students which prevented the fall from being virtually static. In England and Wales, total numbers of women undergraduates doubled between 1965 and 1976, adding 14,000 to the total. The increase had almost equalled in the 10 years then halted.

Proportions of women also rose without a break each year in 1967. From 16 women to every 100 men in 1965, they climbed to 25 in 1975. And from 1965, about one quarter of all undergraduates in 1965, women have been one-third.

In Scotland, the stagnation of male numbers seems to persist. In 1975, there were 10,000 men students, a fall from 10,500 in 1971 and under 1 per cent more than in 1969. The maintenance of an annual increase in total numbers of undergraduates in Scotland has also been due to the women students, though their growth has not been so pronounced. The average annual increase of 65 women students represents 21 per cent of the total in 1975. The 11 years between 1965 and 1975 showed 100 per cent.

It should be recorded that the rate of increase in men students was already much higher in 1965. In 1965, 46 women per 100 men as against 36 per 100 in England and Wales. By 1975, 50 men had 64 women for Wales and only 53. This is not a great increase, but it is a greater emphasis on expanding the university provision for women in Scotland; it was simply that the numbers of men students lagged behind.

Some new factors must be at work to sustain the interest in increase of women's interest in university education. Employment opportunities and financial aid may be among these factors. The diminution of outlets in working women's prospects and the demands for university education.

The changed attitudes to marriage, especially marriage during study, and the new techniques of family planning may have had strong influence.

The statistics do seem to suggest that some factors have different effects on the numbers of men and women. Of all new British universities in Great Britain, in 1975, 48 per cent of women and 18 per cent of men were aged 18 or under. 23 per cent of women were under 20 per cent of men were 20 or over. This surprising age gap is a generally known fact. The admission for women students, in some situations is revealed by the numbers of undergraduates: 43 per cent of undergraduates are men being aged 20 or under.

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Academic social scientists do not always communicate about methodology with those who take the census (as in George Cruikshank's cartoon). Martin Bulmer who has had a foot in both camps offers some guidelines.

What are the conditions which will promote good policy research in Britain? Recent discussions of policy studies and the British Brookings (see *THIS* March 24 and April 14 and 21) have paid rather scant attention to the methodology of "policy studies". In what "research" in this area actually means. What are the problems of organizing and conducting social research with policy relevance? Does such research differ significantly from more conventional research conducted within the framework of particular academic disciplines such as sociology, political science or social anthropology?

In British higher education (and particularly disciplines within it) really geared up to respond to the demands for social research which are increasingly being made upon it? Recent growth in this country is still very modest by comparison with the United States, where the federal government currently spends in excess of \$500 million (£275 million) on social research annually, two-thirds on applied research. This is one measure of the sort of take-off which might occur in this country in the future. (For comparison, the SSRC budget in 1977/78 was £14 million, though this is by no means the only source of government expenditure on social research.)

If such expansion occurs, what kind of social research would be involved? Who would carry it out? What are the obstacles to developing well-informed policy research grounded in academic social science? Clearly it is difficult to generalize. There is a wide range of institutions involved in policy research, there are different forms of organization, and different academic disciplines contribute in different ways. For instance, economics is an exception to a good deal of what follows, though the reasons for its exceptionalism are themselves of interest. Yet certain trends are clear.

Britain has always shown rapidly applied social research for policy by government even faster. There is now a sizeable professional community of full-time social research workers scattered over central and local government, quangos, independent institutes and voluntary associations and universities and polytechnics. A 1972 SSRC survey identified nearly 1,200 social science research organizations or departments, more than two-thirds of them outside higher education. Particularly large concentrations of staff are to be found in central government research divisions, non-commercial research firms and independent non-authority social research units are growing rapidly.

The scale of contemporary social research is considerable. Not only are several thousand social scientists employed in it, but estimates of surveys, for example, that four million social survey interviews are carried out in Britain every year. Moreover, in the commercial sector, next one is in 1981, one out of five households is required to fill in the census schedule. But such "social research" is not homogeneous. Research differs in its sponsorship; some is financed by commercial interests; some by government; and some by independent foundations or the research councils. It differs also in its content. Most research on the market is not policy research. A good deal of basic academic social science research, at the other extreme, does not have direct policy relevance. But in between there are several types of social research which have significant relevance and impact for policy. Not much has been heard about them in recent debates about the merits of policy studies. Perhaps in part this is because their academic links are somewhat tenuous.

Several different kinds of social survey research are cases in point. The public opinion polling arm of market research, in Britain almost entirely commercial, has weak academic links. The LSE Library does not even subscribe to the *Journal of the Market Research Society*. Surveys of voting intentions now reach a wide audience. More recently, similar techniques have come to be used to a greater range of social issues. There is a certain plausibility in the view that such research is "policy research" responsive to the wishes of the electorate; polling on an increasing number of issues provides (it is supposed) direct knowledge of these wishes.

Academic criticism of public opinion polling has been shared on methodological grounds. Some techniques are criticized for over-simplification. Partly scepticism rests on the definition of "opinion". Not infrequently people's attitudes are elicited in a number of under-qualified ways: 43 per cent of men being aged 20 or under.

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Gulf between research and policy

wagon effects, usurp the roles of politician and civil servant, and treat each individual's opinion as equal however inappropriate that may be. (Whom should one poll about aircraft noise: those who live near airports, or a cross-section of the population as a whole?)

Other types of surveys than polls probably have greater policy impact in the medium to long term. Large-scale surveys to collect objective data are carried out for policy-makers by the Social Survey Division of OPCS (the most reputable social survey organization in the country) and by independent research organizations such as SCPR. Such surveys may also have been spreading without realizing it, perhaps a certain amount of intrusion is in order. Case studies of the successful promotion and implementation of applied research could be very worthwhile. For instance, the history of the well-funded, successful and prestigious Medical Research Council would repay study.

Instead of this, of course, much more attention has been given to what some have dubbed "experimental social administration", namely action research. The two principal examples of this have been the Educational Priority Area (EPA) and Community Development Project (CDP) programmes of the last decade. Both were planned to bring together research teams based in universities or polytechnics with action teams located in particular local authority areas. The rather chequered history of the CDP in particular has demonstrated how much British social scientists have still to learn about the technical problems of conducting evaluative research. There is as yet no sign that its enormous vogue on the other side of the Atlantic has caught on in Britain to any great extent, nor that its technical complexities are adequately understood. However, there is still much vagueness about what is "action research" and its institutional blueprints. Perhaps what is needed is a more theoretical analysis of some of the problems of applied research. The contribution of social science theory to policy research needs to be carefully examined.

One should also recognize the incompatibilities there may be on the part of both the user and the producer of applied research. Ministers and senior civil servants, as political scientists L. J. Sharpe has pointed out, do not necessarily welcome social science. Very often they are over-supplied with information and do not require yet more to help them reach decisions. Nor does the monitoring of policy seem attractive in many circumstances, since it may offer up too many hostages to political fortune. Time constraints and the fact that academics tend to be oriented to concepts, policy-makers to specific problems, are further blocks. Often political administrators are unable to assess the validity of what social scientists tell them, due to its technical content. Procedures for the review of social research proposals in central government are inferior to the peer review systems of the research councils.

On the other hand, academics are not always well-served by policy-makers for government. Their conclusions tend to be more cautious or indefinite than policy-makers like. Values intrude, not only in the sense that social scientists have values, but that these often conflict with the values of policy-makers. Many social scientists find it difficult to play the role of guest in the way that is expected of them. In the extent that the social sciences look critically beneath the surface of things, this is likely to make their relations with policy-makers uneasy.

There are thus powerful intellectual

obstacles in the way of bringing social science to bear on policy-making reinforced by the tenor of British political culture, the modes of recruitment of political and administrative elites, and the homogeneity of the political class. By comparison with the United States, the ruling echelons of British society are certainly much less receptive to the potential contribution of the social sciences to public affairs. Nevertheless, social research that is relevant to policy seems very likely to expand further in the foreseeable future.

For such developments to occur, however, higher education must surely be in a position to contribute (though the expansion could conceivably take place outside). This is not just a matter of willingness to mount research, but to educate the next generation of social researchers. There is disquieting evidence of failure to do so. Westbury, in *Social Scientists at Work* (see *THIS*, April 30, 1978), found that even those with postgraduate degrees, among their sample of 2,500 social science graduates, had to develop particular research skills after leaving education. At least one third of their sample had to pick up statistical knowledge, computing knowledge or sample survey techniques after starting employment. SSRC surveys in the early 1970s showed striking lack of familiarity with quantitative methods among graduate students in several disciplines, particularly sociology, political science, economics and social history and social anthropology.

Nor are such deficiencies lacking in academic staff. Keith Hope of Nuffield College has put the matter most strikingly, referring to what he calls the unquantitative culture of contemporary British social science, and suggesting that British sociology leaves much to be desired from a technical point of view. "Sociologists by and large (the writers) claim they are practising a theoretical discipline in which empirical evidence is the arbiter of theory and opinion. One naturally expects, therefore, in surveying the hundreds of sociologists now at work in Britain, to find a significant proportion of them highly engaged in prosecuting longitudinal inquiries, panel studies, twin studies, controlled trials, double-blind experiments... and reporting the results in journals. In fact they are doing virtually none of these things. With a few exceptions they are lecturing, writing books about books, engaging in journalism, and talking about the things they never quite finished. In consequence, as one would expect, their empirical work is lacking in expertise. In particular, they are incompetent to undertake investigations which require knowledge of quantitative techniques."

Such failings in graduate education and in the knowledge possessed by some academic staff are reinforced by the profound and continuing failure, referred to earlier, to institutionalize social research methodology in universities and polytechnics. The gulf between academic social science and many of those most actively engaged in social research for policy-makers seems to be widening rather than narrowing. This is due in no small measure to the failure to communicate about methodological problems, in which non-academic research centres often possess greater expertise than academics. Both sides are the losers. Even several million pounds from SSRC and the foundations will not necessarily rectify such a serious hiatus at the boundary between research and policy.

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The misty concept of counselling at the Open University

Counselling, as Ethel Venables wrote in her valuable little book on the subject, is as old as the hills. However, it remains one of those activities which defies accurate definition. Over the past few years, as senior counsellors with the Open University, we have seen various theories of counselling advanced and rejected. Indeed there are some academics within the university who regard it with more than a little scepticism, arguing that while it is all very well in small doses, it consumes too much of the university budget and for this reason should be radically reduced.

Since OU students are studying mainly on a part-time basis within a multi-media teaching system, it is only right that the university should be concerned with the inevitable problems which many of its students will experience. For this reason, it has devoted considerable time and resources to the provision of a counselling service. However, we would argue that some of the wider claims made for the efficacy of counselling need to be more closely examined since the entire concept within the OU framework is exceptionally misty.

It is a commonplace that Open University students differ from those in other areas of higher education in age, status, geographical location and previous educational attainment. Because of this, counselling has become an important ingredient of national and regional tutorial policies. As the Open University has grown these policies have of necessity been modified to suit different local needs—Scotland, Wales and Northern Ireland are cases in point.

However, what is regarded as

counselling in an Open University context might be seen as a useful administrative back-up service in another. Counselling has become a useful label to describe a wide range of activities which also happen to occur in conventional institutions of higher education.

There are those who claim that the university, because it cannot provide adequate face-to-face academic tuition, relies on the counselling service to sort out those student problems which inevitably emerge because of this paucity of tuition. Counselling, in effect, becomes a surrogate for advice and instruction.

In spite of some opposition, the Open University's policy on counselling underwent rapid change in 1976 when counsellors were designated as tutor-counsellors. These hybrid teachers now undertake the marking of student assignments in addition to the varied counselling problems which they have to deal with. Under the present system the tutor-counsellor is appointed with regard to proximity of his students. This is very important since, although the university puts no obligation on its students to attend local study centres, it expects the tutor-counsellor to be within reasonable distance of a student's home and to make some regular contact.

An examination of the role of the tutor-counsellor reveals that, if carried out to the letter, it is not only onerous but downright impossible. However, the effectiveness of the tutor-counsellor, especially in a student's first year is vital to that student's chance of success. This is particularly true of those students who lack any formal educational

qualification and who are deemed by the university to be "at risk". Indeed many former students have paid tribute to the help they have received from their tutor-counsellors when they were most likely to have dropped out.

But given the academic responsibility for teaching the foundation courses with soundness and integrity, together with the marking of assignments, which are the essence of the OU's continuous assessment policy, what proportion of his energies can the tutor-counsellor devote to the counselling aspect of his duties?

Despite an assumption that he can offer wise counsel on degree patterns and course choice, help over family and work-based obstacles to study, not to mention guidance on future career opportunities, the Open University tutor-counsellor is only an average human being. For an academic, often a young member of staff in a conventional university who is supple-

menting his income by OU work, and also broadening his experience, the temptation to concentrate only on the academic commitment is very real.

If he does spend a lot of time on counselling, dealing with the varied and varying needs of his mixed bag of adult students, it is an activity which is extremely hard for assess in terms of effectiveness. His marking on the other hand is regularly monitored so it can be placed in terms of a mark and norm—subject to assessment and grading.

One measure of the effectiveness of the counselling activity is inevitably the survival in the Open University of students who lack any previous formal experience of post-school education. That a bus driver who left school at fourteen in the OU system at all is a tribute to his tenacity as well as the help he receives from his tutor-counsellor.

Henry Cowper
Colin Luckhurst

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Thanks for applying, but we regret to inform...

'All this business of jobs, when all one really wants is to move.' John Daniel has a new idea

About this time last year I applied for a senior post at a polytechnic. The successful candidate was supposed to start last January. I waited, heard nothing and assumed the post had been filled. Then, in January I was informed I had been short-listed and would like to attend the interview for a day before the interviews so that I could see how the place worked. I did. Later that month, I was interviewed, but not informed of the result. Their director phoned my director. After a month I wrote and asked for the result. No reply. I telephoned my director. Yes, he said, but none came. This month I received a letter informing me that so-and-so had got the job. I wrote again for my expenses, with some acerbity this time. My letter crossed with the cheque. The whole operation took almost a year and I ended up where I started.

One gets used to failure, but not the sheer irrationality of the interviewing system, nor to being marked almost for ten months. Apart from the wear-and-tear to one's nerves in an interview, there is the chore of writing the application form, of deciding on the well-worn curriculum vitae, the contact letters, the references, the expense of attending the interview, the look-around, the strain of waiting for the result (which in this case took four months to arrive) and the inevitable underestimation of one's plans while all this is pending.

Of course, it is a buyer's market but the almost successful are subject to greater strains than the immediately rejected, and the fact that I was in the last two or three out of 106 candidates did little to mitigate my sense of injustice—of failing to get the post by the way I was treated. I found myself envying my father who used to find a new job by walking through boards outside the factory to see if they wanted a workman or not. What it is to be middle class.

But not all middle-class institutions function in this fashion. Journalists don't, designers don't, industry and commerce generally appoint in a less cumbersome way. Even the Civil Service is faster than higher education.

When makes it all so absurd is that one doesn't really know what one is applying for anyway and that most of the interview-questions can only be answered with an optimistic ignorance which you hope will convince the panel they are getting the right man. On their side, they are faced with an instant appraisal of the candidate which may finally devolve on such trivia as whether he or she twiddles their thumbs or sits with their legs crossed. An experienced fortune-teller might do better. The interviewers are even more in the dark than the interviewed.

It was while staring in my local newspapers at the posters advertising second-hand cars and conveyer heaters that a possible solution occurred to me. Among the posters was one offering to exchange a council house in Essex for a similar model in Devon. Was not a job-exchange?

After all, if one is good enough to be an L2 or SL or PL in one institution, one should be good enough to do the same job in a similar institution. A briefing ses-

sion would be necessary, but there couldn't be anything too complex for the summer-vacation note to afford the time to master.

The advantages, particularly in this decade of logistical departments are obvious. New blood may be introduced, but it is not as accurate as the old. After two or three years in one place, one's individuality has run low on initiative and new ideas. His web of relationships has suffered into the narrow possible and the totally immovable. He gives up in areas where he knows he has something to offer if different personalities were involved. He doesn't bother to carry on research because he knows his lecture-notes are already more than adequate for the kind of course he has set up. He plays safe, trapped in a circle of his own making which gradually moves from comfort through security to deadness.

In a new institution he suddenly wakes up, makes adjustments and begins to live again. The incoming lecturer can also act as a catalyst in a faded department. He is listened to with more attention, since everyone knows what all the old lags are going to say anyway. His very presence of the structure and personalities involved is his strength.

Of course many universities and some polytechnics are already engaged in exchange-schemes of various kinds. But these are often transatlantic or involve research projects and submissions to fellowships. Exchanges within this country, particularly inside the polytechnic structure where graded posts are immediately identifiable would seem to be a simple and straightforward matter, especially if NATFHE backed it and encouraged lecturers to advertise and negotiate on an individual basis.

Here one sees difficulties from the administrators' point of view. A CNAA submission for next year; the students will suffer from a lack of continuity; Mr X's special skills are absolutely essential for rationalisation. These would be the power felt by the bureaucracy. A polytechnic takes great care in its interviewing techniques. It has been fully hand-picked its staff. But the circularity of this argument is obvious and the rapid turnover in time of growth and full employment, as in the late 1960s, makes it dubious anyway.

Most people are where they are at

Most people are where they are at

the moment because they are stuck there. The vast numbers of cases in the THES each week which show dissatisfaction and bitterness with the department is not a coincidence.

It there were excessive numbers who wished to transfer to a new institution, the current system of recruitment, locally or departmentally, would obviously be difficult to operate. Locally or departmentally, and so on, but all of these occur in any exchange scheme and no one who considered them to great need apply anyway.

An easy flow of lecturers from one institution to another would benefit not just the single institution but the whole system. At present we operate largely in closed cells, with very little idea of what happens in other places. The effects of one-year exchanges or of longer-term movements would be to well the whole polytechnic structure in this country into a more unified whole, sharing the best ideas and creating more open channels of communication.

I do not believe most lecturers apply for jobs because they are bursting to join the institution they apply to. There are the lures of money and status, of course, but the ladder is a short one and differentials are rapidly decreasing. I think many applications are made because the pitch is stronger than the pull. People feel stale and trapped in paths which have become too well worn. And as is well known, across-the-board applications at the same level or below the job at hand are generally viewed with suspicion. Why does not a step up come here when it is not a step up?

Unthinkable that lecturers should accept less money. Yet money may not be always the chief incentive for lecturers and NATFHE might find as much or more support for an exchange/transfer scheme than for its 9 per cent, at least more genuine enthusiasm than the possibility of a new opening would go a long way towards solving staff feelings of frustration and would help add a little lustre to a faded CV. To have some time at two or three extended one's horizons considerably.

One could learn from the council house tenants. And just think. No interviews.

The author is a principal lecturer in the humanities department at Plymouth Polytechnic.

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Yearbook of English Studies, volume VIII: American Literature special number, edited by G. K. Hunter and C. J. Rayson. Humanities Research Association, £1.00. ISBN 0 900547 50 2

"Get out" was Harold Stearns' terse advice to would-be American writers, after considering *Civilization in the United States* (1922) and deciding that there was not any to speak of—or rather, to write of. But since then, the tendency in different modes and guises, has been to "get back". Since the great deflections of such figures as Henry James and Hemingway, there has been an increasing amount of reassessment, reappraisal, reappropriation of American literature and culture, and its achievements and promise now attract some of the keenest intelligences on both sides of the Atlantic.

This present volume, which consists mainly of 13 essays on American literature contributed by a roughly equal number of American and British critics, reveals the high level of sophistication and critical sympathy with which critical writing now returns to American literature, its contents as well as its contents. Laurence Holland sets the tone by suggesting that "the American imagination is fascinated by the close by these transactions. In the continuum of history and fiction where authority and power are brought into close and therefore mysterious proximity, into interactive and therefore creative, though problematic, conjunction." Quoting Emerson on "power" and then noting Hawthorne's very ambivalent attitude to fictional fabrications, Holland notes that "Hawthorne recognized far more clearly than Emerson did the hazards and ramifications of constructive under-taking in art."

Next, in the emphatic Melville placed on "summering", Holland goes on, "summering, indeed, is a word which, in the hands of the artist's mediating, instruments but of the prevailing imagination that authors then and whose complexity in their actions is inescapable." In a different way, later Ziff addresses the "Principles of a Democratic Literature" and shows how a sense of Hawthorne's sense of ambiguity (and that of a number of other American writers) "stems from a conflict between the artist's resolution of individual character and the intellectual assertion of democratic human solidarity at all costs."

Must the artist be an individual plugging his singular sensitivity against the heedless, mindless Hawthorne and others, suggests Ziff, offers little support for this view. "They struggle to hear the articulate voice of the plural as well as the finely tuned voice of the singular." This problem is there of course pre-eminently in Whitman with his unreconciled double emphasis on the "centrifugal isolation" of the individual and the "centripetal" of the whole.

For whose sympathy goes lowest does Ziff O. Kings? I say to you, dream him. See you a man who can find pleasures everywhere, in a camp, in a barn, in a schoolhouse, in a stage coach, in a barroom, in a stage coach, in a philosophy; but who drops into heaven wherever he goes, because of the great range of his such, indeed, has been the new kind of artist, one who has been separated by the unique conditions of America, and the unique problems of "artocracy" in a society always threatening to degenerate into a mobocracy.

Problems of art and democracy are again in sensitive essay by Stephen Tapscott on William

What Richard Wright began

BOOKS

The phenomenon of the American artist



Walt Whitman photographed in 1877 and Ezra Pound (right) in 1958 on his return to Italy.

Carlos Williams's *Potterton*. In Williams's case, being a doctor provided a crucial mediating position, in and out of what they have to do, not only watching and wondering at it, but digging into its wounds and trying to cure them (as in the encounter with *Beautiful Thing*). So the old problem of the One and the Many takes on a specific American form.

In a political mode, this tension between unity and diversity is the tension, in a democracy, between the group and its constituent individuals. In a narrative mode, the same tension results in *Potterton*, shifting between his "medical" perspective of objectivity and his "democratic" perspective as an individual.

Is such a phenomenon as the "American artist" a contradiction in terms? Manifestly not. Yet what complaints American artists have made, and what they have to contend with (from paucity of materials, to unresponsive, philistine, even hostile audiences) I Malcolm Bradbury offers a wide-ranging essay on the importance of expatriation in American writing, taking up four literary observations that much to American fiction has been set in foreign parts, and noting Solomon Fishman's point that "the perfectly national work does not exist". So Europe was subjected to "mythical reinvention" by Americans, and, as Bradbury shows, was both pastored and dehistoricized. His main argument, not a new one from Bradbury I think, is that "American writers were, in effect, expatriates in expatriation."

Key figures in the founding of modernism because of their peculiar cultural condition of displacement or—perhaps—non-placement. The result was internationalization. The argument is persuasive, though it invites detailed challenges to its broad thesis.

One particular, and unique, cultural condition for America was of course the South, and Harold Beaver (who has done such excellent work on Melville and Poe) bases his essay on taking the highly contentious and vulnerable book by Fugate and Engerman called *Time on the Cross*, revealing its unabilities, and going on to consider the role of the black in American literature, reconsidering passages in writers as far apart as Crèvecoeur and Baldwin, and reanimating our sense of the significance of books as varied as *Uncle Tom's Cabin* and *Moby Dick*. He even, rightly, brings in the powerful—indeed horrifying—and little-known work by Stephen Crane, *The Monster*. His conclusion?

Malcolm X and Imamu Baraka completed. The resurrection of the messianic motif by white historians, therefore, is not only blind, but a perverse misunderstanding of the status in a two centuries-old tradition. In the lumber room of our minds shall black archetypes may well still posthumously linger. As symbols of the creation of politics or literature, they were always dubious and by now at last should have been grasped and trounced and ridiculed out of existence.

One famous, endlessly ambitious, story about the American artist is Hawthorne's *Artist of the Beautiful*, and Dennis Welland offers on just what kind of an artist Owen Warland, the protagonist is, and what the status is of his ambiguous product, that mechanical butterfly, the butterfly is both "useless" and an "imitation," so what criteria of art can it satisfy? His inquiry takes him into the whole history of interest in mechanical reproductions of living things—Regio Montanus, Sir Thomas Browne, Edward Taylor, to William Dean Howells. He concludes with some speculations about the American fascination with automata, and suggests, nicely enough, that Owen Warland's natural successor was Walt Disney.

It is perhaps inevitable to pass over a number of admirable essays in a cursory way, but the constraints of a short review enforce such unwelcome discourses. Arnold Goldfarb has an excellent piece on Melville's images of the Past in which he deals with the effect of remembering and disremembering the Civil War, on the Southern whites. Such comments as the following, on *Abraham, Abraham*, seem to me to be provocative in the most fruitful way: "The novel, in the drama of its movement and recovery, becomes a desperate contest between the stasis of trauma and the potentially therapeutic effect of speaking the unspeakable." (He refers pertinently to Freud's visit to America in 1909.)

Donald Monk, drawing on Lorenz and Andrey, discusses the kind of territorial imperatives at work in Hemingway, and shows how his characters tend to live between "flight distance" and "critical distance." Of *The Sun Also Rises*, he writes: "The fineness of the novel depends on its presentation of special feelings towards territory, in the fact that the territory is only precariously occupied, and in the way we are asked to share the anxiety and not the assurance of the occupiers"; and he concludes

with the challenging contention that Hemingway, at his best, is "an analyst of vulnerability." A good point to end with, and a good question to begin with, in any discussion of literature.

"In life one speaks, with many false voices, occasionally, if we are lucky, we find a true one in our poems." Thus Robert Lowell, and Christopher Butler offers a generous account of the finding of such "true voices" in the period from *Notebook to The Dolphin*. Way over yonder, James Breslin takes a rather cool-eyed look at Miller's *Armies of the Night*, and finds "obsessional repetition" in the posturing of a single individual. Miller's concept of "politics-as-therapy" along with a lot of his unexplored fantasies; his dubious emphasis on self-justifying "style"—a cumbersome, self-protective, self-inflating style, which enacts his own grandiose self-conception; and Breslin concludes, damningly yet convincingly enough, that "Miller does not acknowledge the reality of styles different from his own, any style but his own.... His prose, far from contesting 'totalitarianism', provides yet another instance of 'American' support of Hitler research—and the result, supposes, will have to answer the intelligent and well-documented case made by this essay.

I must confess that there are certain contemporary American poets about whom I find it difficult to speak—inherited and acquired vocabularies just do not seem to fit. In this connexion I found Marjorie Perloff's essay on John Ashbery and Frank O'Hara very helpful. She has certainly done her homework—by which, I suppose, I mean her research—and her result, for me, is a very enlightening piece on the intentions and achievements of these two poets. I can see that "an aesthetic of presence," and replaces one of transcendence," and the both poets wanted to replace an "event" by a "way of happening." I have also noted, as anyone else would that Ashbery "subverts significance as fully as possible." And if Kenneth Koch finds "inspired irrelevance" in O'Hara, one can scarcely argue the point. But Marjorie Perloff goes much deeper, not only into the debt to Surrealism both poets owe, but also into the poems themselves, offering analyses of, for example, O'Hara's *All the Good and Beautiful Things*. A fine essay which I hope is a prelude to a book which anyone interested in contemporary American poetry will be grateful to have.

I have left Stephen Fender's essay until last because it seems to me to be not only engagingly modest, but very important for students—or any readers of American long poems. He tackles head-on the very real problem of allusions in the works of Whitman, Crane, Pound, and Williams. Working on these poems he found "a major difference between the poets' patterns of reference."

To be brief (where Fender is much more economically suggestive) Whitman and Crane worked from obvious schoolroom texts of "simplified lists of individual enterprise, glamorous exploration, discovery, and invention." Pound and Williams however work from a hidden field of reference. "The American history of Pound and Williams... is precisely not that found in the contemporary educational system." Fender calls their approach to American history "hermeneutic." He demonstrates just what these poets drew on for the American history canon to reveal the local history which Williams drew on for *Potterton* (*A History of the City of Potterton and the County of Potterton*). "All good poems have to be worked at," asserts Fender, and he shows clearly that in this poetic critical approach there is no instance because the documents are indispensable, not only to an understanding but also to a reading of the *Jefferson* Cantos. The poems quite simply cannot be construed without them. In fact, they are not just sources but part of the poem." So he confronts the problem quite directly, in a valuable post-new-critical way. We have to go back behind and beyond the "words on the page" if we are to appreciate what the poet is doing: "the reader is left to do the work, to spend his time, energy and money researching out documents, using indexes where provided, reading collateral works of history.... all this is to pain access to the poet's own work. That is the experience of the *Jefferson* Cantos: the whole four-dimensional process of assembling the poems, through time from their scattered bones." What he shows very clearly is that American poets have used history in at least two quite different ways. And because I think the point is an important one, I, as it were, hand over the review to Stephen Fender.

American poets addressing themselves to their history have had to adopt one of two models, which, for the sake of argument, we might call "comforting" and "subversive." The comforting model restricts its allusion to what the author knows his audience must share; the common denominator of information disseminated by, say, folk wisdom, the popular press, and free public education. This is the method of Whitman and Crane... Pound and Williams are altogether more unsettling. They make no immediate appeal to shared knowledge, much less to prejudice. In fact their citations of documents are not allusions at all. The reader is not expected to have anticipated their cultural set; he is "ignorant" only in that he has yet to follow their course, Pound and Williams set out to educate us.

This, perhaps, has been one of the solutions to the problem of being a democratic writer in America—the artist as teacher, transforming the reader from a passive consumer into a fellow hermeneutical labourer, inviting him to participate in the adventurous and reconstructive work posed by the text (this would be as true of Melville and James, for example, as it is of Pound and Pound).

The such work can become arcane, exclusive, elitist is of course a very real risk—as the sad fate of Ezra Pound is another.

Tony Tanner

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Overseas continued

Papua New Guinea
Department of EducationA new concept
in education

The Government of Papua New Guinea, in keeping with its strategy of Rural Development, has allocated funds (£600,000) to the Department of Education to pilot an innovation in secondary education to determine if the present "academic" system can be modified to make it more practical in orientation without a decline in real learning. It is hoped graduates will as a result have skills and attitudes more appropriate to village development. Known as the "Secondary Schools Community Extension Project" (SSCEP), the programme will involve five high schools over an initial four year period after which a decision will be made to terminate the project or extend it to more high schools.

The project will be managed, serviced and evaluated by a team of four Headquarters officers based in Port Moresby and working closely with the Department's Curriculum Unit. The National Coordinator has been appointed and we now urgently require:-

Three Experts in Education
1. Expert - Curriculum (Level 9)

This officer will work under the National Coordinator, leading the team of three experts in providing ideas, techniques, sample materials and direction to staff of project schools so that SSCEP aims, in terms of curriculum, measurement, selection and evaluation may be achieved. He will be responsible for assisting teachers with materials/aids/notes enable them to teach students through practical activities supporting rural development. He should be a graduate with postgraduate training in Curriculum Development, and have established competence and diverse experience in curriculum work at secondary level, preferably including experience in a developing country.

2. Expert - Education Measurement (Level 7)

This officer will work under the Curriculum Expert, as a member of the team developing measurement techniques which can be effectively used by typical secondary teachers in assessing the degree and ability of students to apply curriculum learnings to the solution of village problems. The techniques will go well beyond standardised paper and pencil tests. He should have post graduate qualifications in Educational Measurement and be experienced in the development and evaluation of education innovation projects, preferably including experience in a developing country.

3. Expert - Educational Psychology (Level 7)

This officer will work under the Curriculum Expert as a member of the team, assisting with the development of valid and reliable methods of using teacher judgements to measure behavioural and value changes related to achievement of project objectives. He will also be involved in solving communications problems (staff, students, community). He will have postgraduate training in Educational Psychology, and established competence in school measurement applications of Educational Psychology. Developing country experience an advantage.

In each case the expert will be required to travel widely within Papua New Guinea visiting schools, convening workshops, and generally ensuring SSCEP aims are being implemented at all levels. This travel may include visits to remote outstations where the quality of accommodation cannot be guaranteed.

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Please write or telephone for an application form and further details, quoting reference VIS/EDUC/19, to: The Recruitment Attaché, Papua New Guinea High Commission, 14 Waterloo Place, London SW1R 4AR. Tel: 01-930 0605/0607. Closing date for applications - 1st August, 1978.

Papua New Guinea

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The Institute is a major tertiary institution providing degree and diploma studies at both undergraduate and graduate levels for over 11,000 students. Programs may be taken full-time, part-time or external study.

School of Applied Science

Head of Department

Mathematics and Computing Studies

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HELPING NATIONS HELP THEMSELVES

Overseas continued

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Sociedade Brasileira de Cultura Inglesa. For August/September, 1978.

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Institute of Education, School of Professional Studies. Five Lecturers required. Candidates, women only, should have specialist training and three years' experience of kindergarten/infant school teaching. An MA/MEd in a relevant subject is essential for Grade 'B' salary scale. Experience in a multi-racial school is particularly valuable.

Salary: Lecturer D \$1,705-2,420 pm; Lecturer C \$1,055-1,600 pm (current rate of exchange \$4.30 = £1).

Benefits: Two or three-year contract; housing and displacement allowances; gratuity on completion of contract. 78 PT 7-11

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting reference number and line of post, for further details and application form to the British Council (Appointments), 65 Davies Street, London W1V 2AA.

THE BRITISH
COUNCILAUSTRALIA
Senior Lecturer
in Sociology

The General Studies Faculty offers both a degree and diploma in social science, and sociology is a major within the degree course.

DUTIES: To work as part of a group teaching sociology. To contribute to interdisciplinary subject areas and to the external studies program. To provide leadership and general administrative support within the faculty.

QUALIFICATIONS: Applicants must have a sound major in sociology and substantial experience at tertiary level. The applicant should provide evidence of competence in several of the following areas:

Classical theory, contemporary theory, social science, organisational theory, social stratification and methods in the social sciences.

APPLICATIONS CLOSE: Monday 14 August 1978. Typewritten applications stating qualifications, experience and giving sufficient information to indicate suitability for interview should be sent to the Staffing Officer, Box 423, Warrnambool, Victoria, 3280, Australia.

The initial salary is in the region of £5,000, and terms and conditions of service are in line with those of comparable organisations in the public sector: free accommodation and overseas allowances, including children's education allowances, are provided while overseas.

For further details and an application form, please write or telephone quoting E/1 to Staff Recruitment Department, The British Council, 65 Davies Street, London W1V 2AA, telephone 01-492 8011, ext 3041.

Warrnambool Institute of Advanced Education

LECTURER IN
CHIROPODY

Applications are invited for Lecturer in Chiropody within the School of Chiropody. Duties will include: (1) teaching undergraduate programs; (2) participating in the development of postgraduate courses and (3) assisting the Head of School in all aspects of the administration and development of the School. Successful candidates should have appropriate professional qualifications and a minimum of five years' experience in the field of chiropody.

Successful candidates will be offered an opportunity to become involved in the establishment of the School and the further development of the profession in Victoria.

Qualifications: Lecturer II \$414,885 to \$417,134.

Salary: Lecturer II \$414,885 to \$417,134.

Benefits: Free accommodation and overseas allowances, including children's education allowances, are provided while overseas.

For further details and an application form, please write or telephone quoting E/1 to Staff Recruitment Department, The British Council, 65 Davies Street, London W1V 2AA, telephone 01-492 8011, ext 3041.

Send resumes and names of two referees to: Staff Recruitment Department, The British Council, 65 Davies Street, London W1V 2AA, telephone 01-492 8011, ext 3041.

AUSTRALIAN MARITIME COLLEGE

Senior
Academic Staff

The AUSTRALIAN MARITIME COLLEGE is presently being established at Launceston, Tasmania as an autonomous college of advanced education to provide maritime education and professional training courses for the maritime, fishing and associated industries. As the national college, it will be the only one of its kind in Australia. It is envisaged that the college will co-operate with the newly College of Advanced Education and the Technical College in the provision of courses and the sharing of certain facilities. Launceston, with a population of 65,000, is the major centre for the northern part of Tasmania. It has direct sea and air links with the mainland, offers a wide range of activities and amenities and has a pleasant, temperate, climate.

Appointees will be expected to take up duty as early as possible in 1979 in order that they can contribute effectively to the planning and initial development of the college.

Head: Department of Operational Safety and
Executive Training

To establish and lead the development of practical seamanship training at the College's seamanship centre. The training courses envisaged include induction training for deck, engineer and radio officer entrants and practical training in seamanship, cargo work and life-saving appliances. The occupant of this position will also be responsible for the operation of the navigation and seamanship training vessel and the floating plant - and for organisation of the training programmes afloat, in conjunction with other relevant Departments.

Whilst good academic qualifications would be an advantage this is less important than relevant experience of organising this type of training - superimposed on an extensive seagoing experience and professional qualifications. The occupant of this position will, amongst other things, be capable of taking command of the training vessel from time to time.

Head: Department of Ship Operations

To establish and lead the development of short courses for senior officers in positions afloat and ashore within the shipping and allied industries. Courses will cover areas such as: management, cost control techniques, work study, personnel relations, shipboard emergency planning, port emergency planning, maritime law, marine insurance and liability.

It is anticipated that the parts of courses dealing with general management and accountancy etc. will be serviced by the adjacent College of Advanced Education. The occupant of this position should therefore have qualifications and experience appropriate to the applied or maritime aspects of the work. In particular a sound knowledge of merchant ship operation is necessary.

The SALARY levels for the above positions have still to be determined but depending upon the degree of responsibility involved in each position, and the qualifications and experience of the successful applicant it is anticipated that they will lie within the ranges \$27,001 - \$24,564. (At present exchange rate, £1 = \$1.82).

CONDITIONS will be commensurate with those generally available in Australian colleges of advanced education and universities. Assistance may be available with housing. Fares for the appointee and family, reasonable removal costs, and a settling-in allowance will be paid.

ENQUIRIES are invited from suitably qualified and experienced persons. Full particulars - including qualifications and professional status, experience, present position, the names and addresses of two referees and earliest date upon which the applicant could take up duty if selected - should be supplied to the Secretary, Interim Council, Australian Maritime College, 450 St. Kilda Road, M11 ROHRE, Vic. AUSTRALIA 3004 by 4th August 1978.

All advertisements are
subject to the conditions of acceptance of
Times Newspapers Ltd, copies of which
are available on request.

Cambridge salaries
Sir.—In the light of your report "Universities coy on senior staff salaries" (*THES*, June 23), readers might like to know that details of all such salaries in the University of Cambridge are published in the *Reporter* (Cambridge University Press, weekly in Full Term, 15p).
Yours faithfully,
A. W. F. EDWARDS,
Senior pro-rector.

